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ABSTRACT

This document contains three guides for facilitating the three workshops. The guides resulted from a project conducted in Pinellas County, Florida, Public Schools to produce a comprehensive, 18-hour training program and follow-up services for administrators, teachers, and tutors working with adults with learning disabilities (LD) in literacy programs. The program is designed to increase teacher and tutor awareness and effectiveness in providing instruction to adults who have, or suspect they have, learning disabilities. A survey showed that 91 percent of the 98 adult basic education/general educational development (ABE/GED) teachers in the county believed that many of their students had learning disabilities and that the teachers would like more information so that they could improve the instruction of LD students. Each of the workshops focuses on different topics: (1) overview and recognition of learning disabilities; (2) language strategies; and (3) mathematics strategies. Each guide consists of a workshop agenda; workshop preparation instructions; step-by-step instructions for each workshop agenda item; handout, transparency, and flipchart masters; pre- and posttest masters; and workshop follow-up memoranda. A list of 33 agencies, organizations, materials sources, and materials is included. (KC)

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ED 391 046

Pinellas County Schools

Adult and Community Education

We're SOLD

Strategies for Overcoming Learning Differences

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A Section 353 Training Project

CE 070 620

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We're SOLD

Strategies for Overcoming Learning Differences

A Section 353 Training Project
Pinellas County Schools

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Susan Blanchard, Ph. D.
Florida State University
Specific Learning Disabilities Resource Consultant
St. Petersburg Junior College

Karen Dean
ABE/GED Teacher
Pinellas County Schools

Ellen McDaniels, Ed.D.
Principal, dePaul School for Dyslexia

Dan Gardner, Ed.D.
Assistant Professor, Adult Education
University of South Florida

Sandra Mahood
President, READ Pinellas, Inc.
ABE Coordinator, Pinellas County Schools

In addition, recognition is given to all the dedicated educators, literacy volunteers and students who have made invaluable contributions to the success of this project.

We're SOLD Project Manual Writing Team

Karen Dean, ABE/GED Teacher
Laura Sargent, ABE Teacher
Sandra Shaffer, Project Coordinator

We're SOLD

Strategies for Overcoming Learning Differences

A Section 353 Training Project
Pinellas County Schools

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We're SOLD
A Section 353 Training Project

Table of Contents

Introduction 1

Participant Profile 2

Workshop Development 7

We're SOLD Workshops 10

- Workshop #1 11
- Workshop #2 38
- Workshop #3 91

Recommended Resources for Adult Educators and Tutors 119

INTRODUCTION

The effectiveness of any adult literacy program is measured by its ability to meet the unique needs of each student. Recent research indicates that there is a high prevalence of adults with learning differences (LD) enrolled in literacy programs. Teachers and tutors who are knowledgeable about learning differences and effective teaching strategies can assist adults to overcome these challenges.

The primary goal of the *We're SOLD* project is to provide a comprehensive, eighteen-hour training program and follow-up services for administrators, teachers and tutors working with LD adults. This training is designed to increase teacher and tutor awareness and effectiveness in providing instruction to adults who have, or suspect they have, learning differences.

Another goal of *We're Sold* is production of this workshop facilitator's manual. This guide provides all the information required to duplicate the training workshops. A "blueprint" for each of the three six-hour workshops is included. The plans provide adult educators with step-by-step instructions and all materials needed to implement this valuable training program. Also, the final section of this manual includes a list of recommended resources for adult educators.

Although the manual provides an outline for any administrator, resource teacher or tutor wishing to present this training, the project developers strongly recommend that the services of a specialist or teacher with a degree or certification in learning disabilities and extensive experience in the field be enlisted in delivering the training. The agendas and handouts can be scripted, but the participant questions cannot! Someone with expertise in this area is invaluable in dealing with impromptu issues.

The success of this project is attributed to the tremendous cooperative efforts of Dr. Susan Blanchard, Learning Disabilities Resource Specialist, St. Petersburg Junior College and Florida State University, Karen Dean, ABE/GED teacher and the officers and members of READ Pinellas, Inc., the local literacy coalition.

PROJECT PARTICIPANTS

Project Partners

The success of *We're SOLD* is the result of several groups working together to provide improved services to adults challenged with learning differences in Pinellas County.

The membership of READ Pinellas, Inc., the local literacy coalition, is comprised of various volunteer literacy tutor organizations. These groups provide a large number of tutors to adults enrolled in the school system's ABE/GED classes. The *We're SOLD* training program was available to all interested tutors. READ Pinellas, Inc. members disseminated information about the training and encouraged members to participate.

Teachers and tutors from the dePaul School for Dyslexia were also invited to participate in the workshops. The dePaul School invited all interested adult education teachers to observe the school's adult reading program and share information on teaching strategies for adults.

Interest Survey

A training program cannot succeed without active participation by members of its intended audience. An interest survey was developed to determine how many of the 98 ABE/GED teachers in the school district would participate in an LD training program. 91 percent of respondents indicated they would attend such a training program. A second interest survey was developed for members of READ Pinellas, Inc. All respondents indicated they would support the participation of members of their respective organizations.

On the following pages are examples of the surveys that were disseminated and a compilation of the responses received. These samples are included for use by educators from other districts who wish to conduct their own interest survey.

Workshop Participants

We're SOLD can be used by any interested local education agency, community colleges or tutor groups. Participants in the Pinellas County workshops have included full-time and part-time ABE/GED teachers, district central office personnel, and tutors from various literacy organizations throughout the district.

Survey
ABE and GED Teachers

This survey has been developed to compile information for a training proposal. If sufficient interest is demonstrated, training will be scheduled. These workshops will focus on strategies for assisting students to overcome learning differences.

Please take a few minutes of your time to fill out this survey and pony it to:

Your input is very important and greatly appreciated! Thank you very much.

1. Many low literate adults, being served in our programs, are challenged with learning differences that may require specific teaching strategies to overcome.

strongly agree agree disagree strongly disagree

2. Have you had adult students in your classes that you suspected were learning disabled?

yes no maybe

3. A training program designed to assist teachers and tutors become more effective in meeting the needs of adults with learning differences is needed in _____.

strongly agree agree disagree strongly disagree

4. I would be interested in attending a training program on strategies for helping adult learners overcome their learning differences.

yes no

Comments:

Survey
ABE and GED Teachers
Pinellas County Adult and Community Education

This survey has been developed to compile information for a grant proposal. If funded, the grant monies will be used to provide a training program for ABE/GED teachers and literacy tutors. These workshops will focus on strategies for assisting students to overcome learning differences.

Please take a few minutes of your time to fill out this survey and pony it to:

Laura Sargent, VTAE - Administration Bldg. by Friday, May 15, 1992

Your input is very important and greatly appreciated! Thank you very much.

1. Many low literate adults, being served in our programs, are challenged with learning differences that may require specific teaching strategies to overcome.

strongly agree	agree	disagree	strongly disagree
20	22	2	

=95%

2. Have you had adult students in your classes that you suspected were learning disabled?

yes	no	maybe
42	1	1

=95%

3. A training program designed to assist teachers and tutors become more effective in meeting the needs of adults with learning differences is needed in Pinellas County.

strongly agree	agree	disagree	strongly disagree
17	25	2	

=93%

4. I would be interested in attending a training program on strategies for helping adult learners overcome their learning differences.

yes	no
40	4

Comments:
98 surveys were sent out. 44 surveys were returned. Above is the compilation of the survey responses. 93.5% of respondents supported the development of a training program for teachers working with students with learning differences.

Survey
Literacy Providers

Thank you for taking the time to answer these few questions. Your responses will be important to the development of this training program. This survey can be answered anonymously. Please circle your response to each question.

1. Many low literate adults being served in our programs are challenged with learning differences that may require specific teaching strategies to overcome.

strongly agree agree disagree strongly disagree

2. A training program designed to assist tutors and teachers become more effective in meeting the needs of adults with learning differences is needed in _____.

strongly agree agree disagree strongly disagree

3. I would be interested in attending a training program on strategies for helping adult learners overcome their learning differences.

yes no

4. I would encourage members of my organization to attend such a training program.

yes no not applicable

Comments:

Name (optional): _____

Organization: _____

Survey
Literacy Providers
Pinellas County

Thank you for taking the time to answer these few questions. Your responses will be important to the development of this training program. This survey can be answered anonymously. Please circle your response to each question.

1. Many low literate adults being served in our programs are challenged with learning differences that may require specific teaching strategies to overcome.

strongly agree (19) agree (1) disagree strongly disagree

2. A training program designed to assist tutors and teachers become more effective in meeting the needs of adults with learning differences is needed in Pinellas County.

strongly agree (18) agree (2) disagree strongly disagree

3. I would be interested in attending a training program on strategies for helping adult learners overcome their learning differences.

yes (20) no

4. I would encourage members of my organization to attend such a training program.

yes (19) no not applicable (1)

Comments:

20 surveys were distributed. All 20 surveys were returned. 100% of respondents supported the development of a training program on learning differences.

Name (optional): _____

Organization: _____

WORKSHOP DEVELOPMENT

Workshop Composition

Dr. Susan Blanchard, Learning Disabilities Resource Specialist, St. Petersburg Junior College and Florida State University was retained as the LD consultant for the project. Dr. Blanchard also developed and presented twelve of the eighteen hours of training for *We're SOLD*. The project coordinator and manual writers worked closely with Dr. Blanchard throughout the development and implementation phase.

Karen Dean, an ABE/GED teacher who holds a B.S. degree in learning disabilities education, was contracted to develop and present the training on language strategies. Ms. Dean coordinated her training and development with Dr. Blanchard.

Workshop topics were developed to increase participant awareness of the challenges faced by LD adults, and provide a good base of information on learning differences. Practical, specific teaching strategies to use in the classroom were a high priority. Topics which teachers specifically requested following a one day training in May 1991 were also included.

Workshop presenters used a variety of presentation techniques and activities in these workshops which actually modeled and demonstrated a multi-modality approach to teaching. Visual, auditory, kinesthetic and tactile learning styles were accommodated throughout the workshop series.

The eighteen hours of training were divided into three six-hour workshops which were held on Pinellas County Schools professional education days. Each of the workshops focused on different topics:

Workshop #1 - Overview and Recognition of Learning Differences

Workshop #2 - Language Strategies

Workshop #3 - Mathematics Strategies

Attendance at the first workshop was a prerequisite for attendance at either of the other two sessions to ensure that all participants would have a basic understanding of a learning difference before implementing strategies.

Workshop Publicity

The workshops were planned for professional education days on which classes were not in session and teachers were free from teaching responsibilities.

The project coordinator printed flyers for dissemination to all ABE/GED teachers, administrators and literacy tutors. The members of READ Pinellas, Inc. distributed the flyers to representatives of all member organizations. A copy of the flyer is on the following page.

WE'RE SOLD: STRATEGIES FOR OVERCOMING LEARNING DIFFERENCES

IT IS ESTIMATED THAT FROM 30 TO 80 PERCENT OF ADULTS IN ABE/GED CLASSROOMS HAVE LEARNING DIFFERENCES.

****

WHAT CAN YOU AS AN ADULT ED TEACHER/ADMINISTRATOR/TUTOR DO TO HELP THESE STUDENTS?

ATTEND THE SOLD SERIES OF WORKSHOPS CONDUCTED BY
DR. SUSAN BLANCHARD
of FSU and St. Pete JC

# 1	Overview and Recognition of Learning Differences and Overall Strategies	January 22	8:30-3:30	Clearwater Evening Adult	TBA
# 2	Language Strategies	February 19	8:30-3:30	Largo Administration	B-213
# 3	Mathematics Strategies	March 22	8:30-3:30	Largo Administration	B-213

*Note: Attendance at session #1 is a prerequisite for sessions #2 or #3. You may choose #2 and/or #3. Stipends will be available for part-time teachers.

FOR FURTHER INFORMATION: CALL SANDY SHAFFER 588-6438

SPACE IS LIMITED YOU MUST PRE-REGISTER BY JANUARY 11TH

SESSION #1 ____

Name: _____

School/Organization: _____

Pony Rt/Address: _____

Position: Part-time teacher ☐ Full-time teacher ☐ Tutor ☐
Administrator ☐ Other ☐ Specify _____

Please send to: Sandy Shaffer VTAE, Largo Admin. Pony #3
Mail: Pinellas County School Administration
P.O. Box 2942, Largo, FL 34649-2942

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WE'RE SOLD WORKSHOPS

The following three sections are the "blueprints" for facilitating the *We're SOLD* workshops. Each section is comprised of:

- workshop agenda
- workshop preparation instructions
- step-by-step instructions for each workshop agenda item
- handout, transparency and flipchart masters
- pre and posttest masters
- workshop follow-up memoranda

We're SOLD

WORKSHOP #1

OVERVIEW AND RECOGNITION OF LEARNING DIFFERENCES

SOLD: STRATEGIES FOR OVERCOMING LEARNING DIFFERENCES

WORKSHOP FOR JANUARY 22, 1993

Susan H. Blanchard, Ph.D.

I. INTRODUCTIONS

II. STATISTICS AND DEFINITIONS: WHAT ARE WE TALKING ABOUT HERE?

III. SIMULATION: WHAT IS IT LIKE TO HAVE A LEARNING DIFFERENCE?

IV. CHARACTERISTICS: WHAT DO THESE STUDENTS LOOK LIKE? ACT LIKE? LEARN?

V. MODALITY LEARNING: VAKT

VI. AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504: IT'S THE LAW

VII. STUDENT PANEL

VIII. CONCLUSION: SUMMARY AND DISCUSSIONS

WORKSHOP #1 PREPARATIONS

Notes to Facilitator: In preparation for the first workshop, all handouts, materials, supplies and equipment must be procured and organized. Below is a complete list of what you will need to present this workshop.

Materials and Supplies: Masters for all handouts, the pre/posttest and the transparency are provided at the end of this workshop section.

- Video:
  Understanding Learning Disabilities: "How Difficult Can This Be?" by Richard D. LaVoie. This video is available from the Florida Diagnostic and Learning Resource System (FDLRS).

- Handouts:
  Agenda
  #1 - "Gummy label"
  #2 - "Identifying Students with Learning Disabilities"
  #3 - "Ask"
  #4 - Pretest/Posttest

- Transparencies:
  #1 - "Overview of Program"

- folders for participant packets
- extra pens and pencils
- computer address labels and blank, self-sticking name tags
- blank overhead transparency
- transparency marker
- small mirror
- refreshment items (optional)

Equipment:

- overhead projector
- screen
- television
- VCR
- extension cords (just in case)
- extra overhead bulb (just in case)
- coffee urn (optional)

Day of workshop:

- Set up chairs, table, VCR/TV, overhead, screen, and lectern area in meeting room, if necessary.
- Set up a registration table with sign-in sheets and participant packets.

AGENDA ITEM I: INTRODUCTIONS

Materials Needed: overhead projector, pretest and Transparency #1 - "Overview of Program"

Notes to Facilitator: After all the participants have registered, received their packets and are seated, introduce yourself and welcome them.

Ask the participants to introduce themselves individually by giving their names, their worksites and the student populations they teach. This encourages a friendly atmosphere, active participation and future discussions among participants.

After the introductions, show Transparency #1. Briefly describe the content of the workshop **series** to give the participants an overview of the program, what will be covered during the eighteen hours of training and how the information will be applicable to their teaching situations.

After the introductions, review the agenda briefly including breaks, time for lunch, etc.

The pretest is then distributed. This is not a timed exercise, and all participants should be given ample time to complete the pretest. Remind them that they are **not** expected to be able to correctly answer the questions.

AGENDA ITEM II: STATISTICS AND DEFINITIONS: WHAT ARE WE TALKING ABOUT HERE?

Materials Needed: None

***Special Note**: The primary purpose of this workshop is to present information on all learning **differences**, however, learning **disability** descriptions, based on the legal definition of learning disability, are used here.

Preparation: Become familiar with the most current LD national, state and local statistics. The statistics and definitions used below were current as of January 1993.

Notes to Facilitator: Including statistics will increase the participants' perceptions of the scope and prevalence of learning differences. You will need to update this information as needed.

Statistics:

- 10 - 12% of school-aged children have a disability
- 40% of the above population have a learning disability
- 30 - 80% of ABE/GED students have a learning disability
- 4% of the national population have a learning disability

Descriptions:

- LD students have a normal to above normal IQ.
- Learning differences are not due to other factors such as environment and other diagnosed handicapping conditions.
- Learning differences are not a result of poor education.
- There is a discrepancy between IQ and productivity.
- There is some disorder evident in the brain's processing areas of the LD individual.
- The learning difference is lifelong and long-standing (cannot be cured).

Research has indicated that the following factors are linked to the incidence of learning disabilities or differences:

- ingestion of lead
- fetal alcohol syndrome
- low birth weight

AGENDA ITEM III: SIMULATION: WHAT IS IT LIKE TO HAVE A LEARNING DIFFERENCE?

Activity #1: "Using Gummy Labels"

Materials Needed: one copy of Handout #1 per table (six people per table), computer address labels and blank name tags - 1 each per person (participants will have to choose the correct label to use), and markers

Notes to Facilitator: The first activity is designed to help participants experience what it is like to have a learning difference. The handout contains directions to make a name tag written in language which is difficult to understand. Make participants feel that they should not have difficulty completing this activity because they have average to above average intelligence.

Steps:	Suggested Script:
1. Split participants into small groups around tables.	1. "How well do you follow easy directions?"
2. Distribute materials.	2. "This will be a quick and easy activity."
3. Give directions.	3. "Read the handout and follow the directions. You will have ten minutes to complete this activity."
4. After five minutes, hurry group along.	4. "Other groups have finished already." "We are all waiting for you to finish."
5. Follow-up with discussion	5. "How did this make you feel?"

Many of the participants will experience some level of stress and frustration, much like some LD students experience in the classroom.

AGENDA ITEM III: SIMULATION: WHAT IS IT LIKE TO HAVE A LEARNING DIFFERENCE?

Activity #2: "Mirror-image Simulation"

Materials Needed: overhead projector, blank transparency, overhead marker, projector screen, and small mirror

Notes to Facilitator: This activity is also designed to simulate a challenge faced by some students with a learning difference. It demonstrates visual perception and eye-hand coordination challenges. If you are dyslexic or dysgraphic, it is like looking in a mirror.

Steps:

1. Choose a volunteer.
2. On overhead, draw a figure similar to this:

3. Have the volunteer look only at the reflection of the figure in the mirror and attempt to trace over your original drawing.

***Suggestion:** You may want to take a short BREAK before Agenda Item IV.

AGENDA ITEM IV: CHARACTERISTICS: WHAT DO THESE STUDENTS LOOK LIKE? ACT LIKE? LEARN?

Activity #1: "Video Viewing"

Materials Needed: VCR/TV and the video: Understanding Learning Disabilities: "How Difficult Can This Be?" by Richard D. LaVoie

Preparation: View the video to mark points where you may wish to pause and reinforce concepts during the presentation.

Notes to Facilitator: This video was selected because it presents activities which simulate the challenges and frustrations common to students with learning differences. Although it references children, the experiences are common for adult students as well. The information is presented in an interesting and accurate setting and promotes viewers' empathy for LD students. This well-made video holds the participants' attention throughout.

The video includes a demonstration of the mirror-image activity from agenda item #3 which will provide the participants with reinforcement.

Pause the video wherever you want to make additional comments.

At your discretion, lead a follow-up discussion about the video using participants' comments and questions.

AGENDA ITEM IV: CHARACTERISTICS: WHAT DO THESE STUDENTS LOOK LIKE? ACT LIKE? LEARN?

Activity #2: Group discussion

Materials Needed: Handout #2 - "Identifying Students with Learning Disabilities" by Susan Blanchard, Ph.D.

Notes to Facilitator: Review this handout with the participants. It has a succinct outline of many difficulty areas and their resulting behaviors. This could be used by teachers/tutors as a reference for identifying students with learning differences. This is **not** a diagnostic tool - it is for **informal screening only**.

Participants may attribute some of the sample behaviors listed to all of their students. You will need to reinforce the **lifelong and long-standing** descriptor of learning differences (from agenda item II) when reviewing this handout.

***Suggestion:** You may want to take a LUNCH BREAK after this activity.

AGENDA ITEM V: MODALITY LEARNING - VAKT

Materials Needed: Handout #3 - "ASK"

Preparation: Learning styles and multi-modality constructs are not unique to the education of LD adults. You should be familiar with these concepts prior to delivering this training. If you need to review these topics, refer to the reference section in the back of this manual.

Notes to Facilitator: LD adults have not successfully learned in traditional "lecture and book" classrooms. Delivering instruction through as many modalities as possible may help students process and retain more information. While many participants may be familiar with multi-modality approaches, reviewing them may help participants better determine instructional methods to use with LD students.

This section of the workshop should include at least the following topics:

A. VAKT

V- Visual

1. Spatial
2. Pictorial
3. Symbolic (letters)

Many LD students may have no spatial problems but exhibit difficulties with symbolic discrimination.

A - Auditory

K - Kinesthetic (large muscle)

T - Tactile (fine motor coordination)
(Haptic refers to the combination of Kinesthetic and Tactile)

B. Examples of Multi-Modality Approaches

1. Orally read information as you write it on the board (VA).
2. Show pictures while students listen to taped material (VA).
3. Finger trace letters of spelling words on clothing (or other rough surface) while listening to oral spelling or reading from a book (TA or TV).
4. Place large number line on floor and have student "walk" the line between negative and positive numbers (KV).

C. Handout #3 - "ASK": This reference sheet was designed to be used by teachers as a quick screening to determine the modality preference of a student. Review handout with participants.

AGENDA ITEM VI: AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504: IT'S THE LAW

Materials Needed: Optional - pamphlets on the ADA and/or Section 504

Notes to Facilitator: The presenters of the SOLD Workshops decided to include a segment on the Americans With Disabilities Act and Section 504 of the Rehabilitation Act of 1973 because this legislation has direct impact upon adult education programs. The effects of these laws on ABE/GED programs were reviewed:

1. Testing/instructional accommodations must be provided for documented disabilities.

2. Equal access must be provided to all programs for eligible individuals with disabilities.

This section might best be presented by a group discussion and/or a question and answer session. You may want to present a controversial impact of the legislation and elicit responses from the audience.

***Special Note:** If you choose not to include legislative issues in your workshop, suggested alternative subjects are:

1. Job-related time management skills
2. Developing social relationships
3. Daily living activities, i.e. driving, appointments, finances

You may also include methods teachers can use to address these topics in the classroom.

AGENDA ITEM VII: STUDENT PANEL

Materials Needed: None

Notes to Facilitator: Dr. Blanchard invited several students from St. Petersburg Junior College to speak to the participants about their experiences of having learning disabilities. These personal accounts reinforced the frustrations and characteristics described in the first section of this workshop.

If you choose to invite volunteer speakers to your workshop, you may wish to develop open-ended questions to ask them such as:

1. What have been some of your positive educational experiences?
2. Were your negative experiences a result of teaching, environment or both?
3. How did you learn to overcome your disability(s)?

AGENDA ITEM VIII: CONCLUSION - SUMMARY AND DISCUSSION

Materials Needed: Posttest

Notes to Facilitator: This final segment of the workshop should be used to:

- review the information covered
- answer all remaining questions
- complete the posttest
- assign and discuss follow-up activities to be brought to the second workshop - see below:

Follow-up Activities:

1. Ask the participants to write a short paragraph on a student they suspect of having a learning difference. Ask them to explain why they have these suspicions, i.e. observations made, student behaviors, learning styles.

2. Ask the participants to bring a learning activity or instructional materials that they have used successfully with their students. They will share these ideas at a curriculum fair during the second workshop.

This is an excellent time to offer a preview of the next workshops and generate the participants' enthusiasm to attend.

WORKSHOP #1 FOLLOW-UP

Notes To Facilitator: The memorandum on the following page was sent to all participants the week following the first workshop. It served three purposes. It reminded the participants of the follow-up activities they were asked to complete for workshop #2, facilitated the pre-registration process, and assisted the facilitators in evaluating the first workshop.

DATE: February 1, 1993

TO: SOLD Participants

FROM: Sandy Shaffer, SOLD Coordinator

Thank you for attending the first SOLD Workshop at Clearwater Adult on January 22. I've gotten a lot of positive feedback from a number of you already. It was so useful . . . and it was fun !

Just a reminder: **SOLD Workshop #2**
Friday, February 19
8:30 - 3:30
Largo Administration Building
Room B-213
Language Strategies

Please bring with you: 1) your folders, handouts, and notes from workshop #1
2) a short paragraph to be submitted when you sign in on one of your students that you believe to have learning differences - Why do you think so? How did you identify him/her as LD? What did you observe? What does the student look and act like? How does he/she learn best?
3) a learning activity or materials to share (something concrete or a written sheet explaining the procedure) that you have used successfully with your students - Does it work well with a student challenged with a learning difference? What modality does it appeal to?

Please note: you MUST bring #2 and #3 in order to receive component points for the two sessions - ProEd's rules, not n

Please complete the attached **survey** and return it to me by **February 11** to enable us to plan better for the February workshop.

YOU ARE TO BE COMMENDED FOR YOUR COMMITMENT TO YOUR STUDENTS !

WE'RE SOLD:
STRATEGIES FOR OVERCOMING LEARNING DIFFERENCES
January 22, 1993

Participant Survey **Name**_____

1. How effective was the first SOLD workshop? Were your expectations met?

2. What new knowledge or skills did you gain? Will this information be useful in your work with students?

3. What questions would you like to have had answered (issues addressed, topics covered) which were not?

4. What was the most valuable aspect of this workshop for you?

5. What would you like to get out of workshop #2 and/or #3?

6. Were the site, preparations, format, etc. adequate?

7. Do you feel that you are currently working with any students wjth learning differences? Did this opinion change after the first workshop?

We're SOLD

WORKSHOP #1

HANDOUT MASTERS

USING GUMMY LABELS

The enclosed gummy label, often used as the FIBU (Fundamental Information Bearing UNIT) in setting up intra- and inter-group collections of biographical, sociometric, demographic, and/or psychological data pertaining to specific individuals related to one another through various conditions of contiguity, similarity of interests, or parallel chronological development of some kind (and with these data usually expressed quantitatively to at least the ordinal level) is particularly important to the task to be completed.

Its dimensions can best be described as 3/4 inch laterally by 3-1/2 inches longitudinally. In depth, it's roughly .014 inches (or .356mm) thick as measured by an SRC (Sears, Roebuck and Company) Peeler Gauge #9B40804, or, in trade terms, 110 Pound Bond. For ready identification, it's usually referred to by its manufacturer as a Barclay Brand Number 280. After examining it carefully in terms of its vital dimensions and identifying characteristics, you should then proceed through the following distinct, sequential task-steps:

(A) Position your Barclay #280 directly in front of you, with its vertical axis (longitudinal measure) at approximately a 90 degree angle to your thoraxic and abdominal regions and roughly 8 to 10 inches (or about .2032 to .254 meters) short of direct body or outer clothing contact. Experience had demonstrated that allowing the Barclay #280 to rest lightly upon a flat surface, such as a book, is of value; but this advantage is clearly not an absolute necessity, as so definitively demonstrated by Thoreson's classic early study (J. of Ab.Learning: X, NO. 5, pp. 20-31, April 1980).

(B) Rotate the #280's axis 90 degrees in a clockwise direction. Stop at approximately the 9 o'clock position with the Barclay directly in front of you in a linear plane. This should result in your again having a .0635 by .2032 meter rectangle. The edges of the rectangle should now run from left to right and in plane with the horizontal axis of your body.

(C) Now, in bold, clear, distinctly-defined LARGE BLOCK CAPITALS, roughly .5 inch in height by .25 inch in width, print your name and gender-designating title of respect (Christian name preceding surname) on the rectangle. This readies you for the penultimate step in the process.

(D) Finally, for the coup de grace signifying a true fait accompli, pick up your finished product and place it on the upper left shoulder of your apparel, carefully positioning it at such an angle and in such a manner as to insure that the lettered surface will be clearly visible and legible to the speakers. If you're a careful reader of instructions, and if you've been successful at all the previous stages in this operation, the speakers should now be able to read your name.

Prepared by: Kenneth L. Dulin
University of Wisconsin

Modified by: Linda Mixon Clary
Augusta College, 1983

Keymakers II Facilitators Manual, Learning Disabilities of Minnesota (LDM), p. 12.

IDENTIFYING STUDENTS WITH LEARNING DISABILITIES

Susan H. Blanchard, Ph.D.

There is no stereotypical learning disabled student. The strengths and weaknesses that each student brings form distinct and often unique challenges for the student and his or her teacher. The following pages list some behaviors which are exhibited by **SOME** students **SOME OF THE TIME.** You will not necessarily find all of these behaviors in any one student. Many students will have a "cluster" of weak behaviors in a certain area. Some will consistently have problems in one area and only occasionally have problems in another area.

There may be "normal" students who also share some of these behaviors. The difference for a learning disabled students is the long standing nature of the problem and the greater effort and creativity necessary to overcome or circumvent the problem.

Identifying difficulties of the learning disabled student can help teachers in planning for and adapting to each student's needs. Understanding these problems as a handicap rather than a lack of preparation or lack of ability may also aid the instructor in assisting the learning disabled student to achieve his or her greatest potential.

RECOGNIZING STUDENTS WITH LEARNING DISABILITIES

Adapted by Susan Blanchard, Ph.D.
from Teaching Remedial Mathematics to Students with LD
Queensboro Community College, Bayside, New York

AREA OF DIFFICULTY	SAMPLE BEHAVIORS
Selective attention	• Appears not to be trying • Is distracted by irrelevant stimuli • Tunes in and out • Fatigues easily when trying to concentrate
Impulsivity	• Seeks shortcuts • Works too quickly • Makes many careless errors • Doesn't plan strategically • Is easily frustrated • Good at concepts but impatient with details • Calculates imprecisely • Doesn't attend to or omits symbols
Perseveration	• Has difficulty shifting from one operation or step to another • Has difficulty changing activities or routines
Inconsistency	• Can solve problems one day but not another • Capable of great effort when motivated
Self-Monitoring	• Doesn't check work • Can't pinpoint areas of difficulty • Doesn't review previous tests • May not be aware of deficiency until someone else points it out
Language/Reading	• Has difficulty acquiring vocabulary • Confuses terms: opposites, similar spellings, small words like "to" and "from," etc. • Processes oral or written language slowly • Can't label or name a concept or topic • Has difficulty decoding symbols

Spatial Organization	• Has difficulty organizing work on page • Doesn't know which part of problem or situation to focus on • Loses things • Has difficulty organizing notebook or project • Has poor sense of direction
Graphomotor Skills	• Forms numbers, letters and angles poorly • Copies incorrectly • Needs more time to complete work • Can't listen while writing • Produces messy work • Has awkward pencil grip • Writes with eyes very close to page
Memory	• Hasn't memorized rote topics: states and capitals, multiplication tables, etc. • Experiences test anxiety • Lacks strategies for storing information • Can remember only one or two steps or directions at a time • Reverses sequences: letters, numbers, lists, etc. • Has difficulty remembering sequence of events, algorithms, procedures, etc.
Orientation in Time	• Has difficulty with time management • Forgets order of classes • Arrives very early or late to class • Has difficulty reading analog clock
Self-Esteem	• Believes that no amount of effort will lead to success • If successful, attributes success to luck • Denies difficulties • Is very sensitive to criticism • Resists or refuses help
Social Skills	• Doesn't pick up on social cues • Is overly dependent • Doesn't adjust conversation according to situation or audience • Often is not well accepted by peers due to inappropriate social behaviors such as standing too close, misinterpreting social conversation, etc.

ASK

- HOW DO YOU BEST TAKE IN INFORMATION?
  SEEING, HEARING, TOUCHING, MOVING?

- HOW DO YOU REMEMBER BEST?
  REPEATING TO YOURSELF?
  "SEEING" IN YOUR HEAD?
  DRAWING A DIAGRAM?
  MAKING AN OUTLINE?
  MAKING A CODE OF LETTERS?

- WHICH WAY HELPS YOU EXPRESS YOURSELF?
  TELLING, WRITING, MAKING, DOING?

- WHAT IS THE BEST WAY TO EVALUATE YOUR WORK?
  HAVE YOU SHOW SOMETHING YOU'VE DONE?
  HAVE YOU TELL OR EXPLAIN IN YOUR OWN WORDS?
  TAKE AN ESSAY OR OTHER WRITTEN TEST?

- WHEN YOU NEED HELP, WHAT KIND SHOULD IT BE?
  SHOWING OR MODELING?
  TELLING OR EXPLAINING HELP?
  INTERPRETING (CHARTS, GRAPHS, DIAGRAMS)?

- DO YOU NEED HELP WITH:
  UNDERSTANDING THE COURSE CONTENT?
  STRUCTURING THE COURSE CONTENT?
  ORGANIZING YOUR WORK OR STUDYING?
  ORGANIZING YOUR TIME?

- DO YOU WORK BEST:
  ALONE, WITH A PARTNER, IN A GROUP?

Name _____

"SOLD" WORKSHOP #1
WHAT ARE LEARNING DIFFERENCES ?

1. Estimate the percent of the ABE/GED population who have learning differences or disabilities. _____

2. What is the average IQ of a person with a learning disability? _____

3. List five indications of learning problems:
   1)
   2)
   3)
   4)
   5)

4. List two effects that ADA has on ABE/GED programs:
   1)
   2)

5. Please mark each statement **TRUE** or **FALSE**.
   ___ A. Students with learning disabilities need to focus on concrete job skills as they are not college material.
   ___ B. Testing situations and requirements must remain standard - with all students being tested alike - so that the students will be able to pass the GED exam.
   ___ C. When speaking to a hearing impaired student, speak louder with lots of movement to describe what you're saying.
   ___ D. Students with learning differences understand and will identify their problems to their instructors.

We're SOLD

WORKSHOP #1

TRANSPARENCY MASTER

OVERVIEW of PROGRAM

WORKSHOP #1	WORKSHOP #2	WORKSHOP #3
Definition/ Characteristics of LD	Language Strategies	Math Strategies
ADA	Tests	Make & Take

We're SOLD

WORKSHOP #2

LANGUAGE STRATEGIES AND STUDY SKILLS

SOLD : STRATEGIES FOR OVERCOMING LEARNING DIFFERENCES

WORKSHOP FOR FEBRUARY 19, 1993

Susan H. Blanchard, Ph.D.
Karen L. Dean

I. INTRODUCTIONS

II. THE LANGUAGE EXPERIENCE APPROACH AND OTHER LANGUAGE EXPERIENCES

III. LANGUAGE SKILLS STRATEGIES

IV. CURRICULUM FAIR

V. VAKT IN REALITY

VI. CLASSROOM ACCOMMODATIONS

VII. TEST ANXIETY AND MODIFICATIONS

VIII. SOCIAL IMPLICATIONS OF LEARNING DIFFERENCES

IX. CONCLUSION

WORKSHOP #2 PREPARATIONS

Notes to Facilitator: In preparation for the second workshop, all handouts, materials, supplies and equipment must be procured and organized. Below is a complete list of what you will need to present this workshop.

Materials and Supplies: Masters for all handouts, pre/posttest, transparencies and flip charts are provided at the end of this manual section.

- **Handouts:**
  - Agenda
  - #1 "Language Experience Approach"
  - #2 "Examples for Using the Newspaper for Print Interaction"
  - #3A "Language Strategies for Learning Differences" (a cover sheet)
  - #3B "SQ3R"
  - #3C "Neurological Impress Method"
  - #3D "Integrated Method of Teaching Composition"
  - #3E "CLOZE Procedure"
  - #3F "Individualized Reading Approach"
  - #3G "Visual Motor Integration Strategies"
  - #3H "Spelling Strategies"
  - #4 "Curriculum Fair"
  - #5 "Accommodations"
  - #6 "Test Attitude Survey"
  - #7 "Test Preparation Strategies"
  - #8 "Perceptual Problems Have Social Impact"
  - #9 Pretest/Posttest

*Note: Handouts #3A - 3H should be stapled together.

- **Transparencies:**
  - #1 "Your Expectations"
  - #2 "Adjectives"
  - #3 "What Is It?"
  - #4 "Print Interaction"
  - #5 "Bed"
  - #6 "Curriculum Fair"
- **Flip Charts:**
  - #1 "Language Experience Approach"
  - #2 "Language Materials"
  - #3 "Dyslexia"
  - #4 "Group Instructions"
  - #5 "Methods" (instructions for making individual charts)
  - #6 "Remember"

Materials Con't:

- folders for participant packets
- extra pens and pencils
- blank paper in handout packets
- blank overhead transparencies
- transparency marker
- refreshment items (optional)

Equipment:

- overhead projector
- screen
- extension cords (just in case)
- extra overhead bulb (just in case)
- coffee urn (optional)

Day of workshop:

- Set up chairs and table in meeting room, if necessary.
- Set up VCR/TV, overhead, screen, and lectern area.
- Set up a registration table by entrance with sign-in sheets and participant packets.
- Set up refreshment table (optional).

AGENDA ITEM I: INTRODUCTIONS

Materials Needed: overhead projector, pretest and Transparency #1 - "Your Expectations"

Notes to Facilitator: After everyone has registered, received his/her packet and is seated, you should reintroduce yourself and welcome the participants.

Review the agenda briefly including breaks, time for lunch, etc.

After the review of the agenda, show Transparency #1 - "Your Expectations." Ask the participants to tell you what they expect or hope to get out of this workshop and write them down on the transparency. Also, ask the participants for any questions that they may have from the first workshop. Answer any questions and keep their expectations in mind while presenting the training.

The pretest should then be distributed. This is not a timed exercise; all participants should be given ample time to complete the pretest. Remind them that they are **not** expected to be able to correctly answer the questions.

Following the pretest, review how to identify LD students by having participants take out the first assignment from workshop #1. Ask participants in small groups to share their observations of students they suspect may have a learning difference. Questions to be answered may include:

1. What characteristics does this student show that match LD characteristics?
2. Is there a strong modality preference?

You must be sure to reinforce the following:

- everyone will exhibit some characteristics of an LD student at various times.
- LD students will have uneven or inconsistent test scores (e.g. 4.0 math - 11.0 reading).
- low-level functioning in all academic areas or severe behavior problems may indicate some other disability - **not** a learning disability.
- a learning disability is lifelong and long-standing.

AGENDA ITEM II: LANGUAGE EXPERIENCE APPROACH AND OTHER LANGUAGE EXPERIENCES

Materials Needed: item needed for shared experience, overhead projector and screen, blank transparency, marker, easel and:

- Transparencies:
  - #2 "Adjectives"
  - #3 "What Is It?"
  - #4 "Print Interaction"

- Flipcharts:
  - #1 "Language Experience Approach"
  - #2 "Language Materials"

- Handouts:
  - #1 "Language Experience Approach"
  - #2 "Examples for Using the Newspaper for Print Interaction"

***Special Note:** This activity is a demonstration of the Language Experience Approach (LEA). Be familiar with this strategy before presenting this workshop. The first step in the LEA is a shared experience. Handout #1 provides a description of this strategy.

The presenter for the Pinellas County workshops chose to pass around an unusual item from Australia as the shared experience. She then asked the participants to describe the object. Responses were recorded on Transparency #2 - "Adjectives." The participants were then asked to identify the object. The responses were recorded in complete sentences on Transparency #3 - "What Is It?" (i.e. "Sally thinks this is a tool."). These complete sentences form the basis for an LEA paragraph. This paragraph is used for the metalinguistic activities of the Language Experience Approach.

You may choose any activity as the LEA shared experience.

Notes to Facilitator: Lead the participants through each step of the LEA to provide them with a hands-on experience of this effective strategy. At the end of the demonstration, ask participants to look at Handout #1 - "Language Experience Approach" and review the three basic LEA steps. Write them out on either a flip chart or transparency.

Show Transparency # 4 - "Print Interaction." This outlines the other activities that are introduced as part of the LEA method following the development of a story.

Following the LEA, introduce other language experiences that can be used to enrich classroom activities. These include the newspaper, student journals, daily-living and job-related printed materials. These materials are recommended because they are functional, applicable to adult students' daily lives and individualized to many reading levels. Ask participants to take out Handout #2 - "Examples of Using the Newspaper for Print Interaction." This page gives several classroom activities that are appropriate for adult students. Review these activities with the participants.

Show Flipchart #2 - "Language Materials" and review the criteria for selecting these language materials.

*Suggestion: Take a short BREAK before beginning Agenda Item III.

AGENDA ITEM III: LANGUAGE SKILLS STRATEGIES

Materials Needed: overhead projector, easel, markers, and:

- Handouts:
  - #3A "Language Strategies for Learning Differences" (cover sheet)
  - #3B "SQ3R"
  - #3C "Neurological Impress Method"
  - #3D "Integrated Method of Teaching Composition"
  - #3E "CLOZE Procedure"
  - #3F "Individualized Reading Approach"
  - #3G "Visual Motor Integration Strategies"
  - #3H "Spelling Strategies"

- Flip Charts:
  - #3 "Dyslexia"
  - #4 "Group Instructions"
  - #5 "Methods" (individual charts for each method)

- Transparencies:
  - # 5 "Bed"

Notes to Facilitator: Transparency #5 was showing on the screen (with punch line covered) as the participants returned from their break. Reveal punch line and explain how the "bed" illustration can be a visual cue for a student who has difficulty discriminating between a "b" and a "d." Use this to open a discussion about dyslexia.

Show Flipchart # 3 and review the definition of dyslexia emphasizing that dyslexia **should not** be used as a "catch-all" phrase or generic descriptor.

Group Activity: This group activity was designed to introduce seven different instructional strategies that are recommended for use with LD adult students. The seven strategies are: Cloze; SQ3R/S.O.S.; neurological impress; integrated method of teaching composition; individualized reading approach; visual motor integration strategies; and spelling strategies. This exercise will promote active group participation and retention of the information.

Divide the participants into seven groups. Show Flipchart #4 and have each group assign a taskmaster, recorder, timer and reporter according to the directions. Assign each group one of the seven strategies included in the handout packet. Each group will be asked to review their assigned strategy according to the directions on the flipchart. At the end of the allotted time (approximately 10 minutes), each group will report to the whole group their summary and opinions of the assigned strategy.

As each group presents its strategy, you record the given information onto the corresponding flipchart page (see instructions on Flipchart #5). Give the participants adequate time to copy this information in their notes for future reference in their classrooms.

AGENDA ITEM IV: CURRICULUM FAIR

Materials Needed: overhead projector, easel, markers and:

- Handouts:
  #4 "Curriculum Fair"
- Transparencies:
  #6 "Curriculum Fair"
- Flip charts:
  #6 "Remember"

Participants will bring the curriculum fair materials which were assigned at the end of workshop #1.

Notes to Facilitator: The curriculum fair was designed to provide an opportunity for participants to share activities and/or materials they have found to be effective and appropriate for adults with learning differences.

Show Transparency #6 on the overhead.

Ask the participants to take out what they brought to share and Handout #4. Have them pair up with a person they do not know well and follow the directions on the handout.

This is a participant-driven activity, and the facilitator may choose to share an idea or serve as a resource for questions. Allow approximately 20 minutes for this activity.

Following the curriculum fair, review the morning's activities and highlighted strategies. Show Flipchart #6 to reinforce key points.

***Suggestion:** LUNCH BREAK after this agenda item.

AGENDA ITEM V: VAKT IN REALITY

Materials Needed: instructional aids including, but not limited to:

- listening center
- electronic spell checker
- talking calculator
- blank transparency and dry marker
- typewriter
- computer
- language master
- tape recorder
- metronome

Notes to Facilitator: These instructional aids can be used in the classroom to help teachers present information through non-traditional delivery methods for adults with learning differences. These materials provide visual, auditory, kinesthetic and/or tactile (VAKT) feedback that a LD student may need to effectively process information.

Demonstrate each of the aids and describe classroom applications. Encourage teachers to use a variety of instructional materials and aids in their classrooms.

Below are some recommended classroom applications for each item:

listening center - allows direct oral instruction to more than one student at a time without disturbing the rest of the class.

electronic spell checker - allows students to be self-correcting while writing.

talking calculator - gives auditory feedback to students as they perform computations.

blank transparency and dry markers - allows students to write directly onto a non-consumable classroom text eliminating the need to transfer information to other sheets of paper.

typewriter - gives students tactile feedback while composing written assignments and accommodates those who have difficulty with handwriting.

computer - allows individual and/or group applications of tutorials, drill and practice and application software which provides auditory, visual and tactile feedback.

language master - provides auditory, visual and tactile drill and practice.

tape recorder - student uses: tape lectures; listen to taped tests, lessons, etc.; auditory review for tests; and accommodate handwriting difficulties.
teacher uses: provide auditory feedback for auditory learners.

metronome - establishes pacing for spelling strategies during kinesthetic activities.

AGENDA ITEM VI: CLASSROOM ACCOMMODATIONS

Materials Needed: Handout #5 - "Accommodations"

Notes to Facilitator: Teachers can capitalize on students' identified strengths and compensate for their weaknesses by experimenting with a variety of instructional techniques and modifications. Many classroom accommodations are simple and inexpensive. Not all techniques work with all students; therefore, teachers must be creative in developing accommodations for their students.

Ask the participants to look at Handout #5. It presents many ideas for accommodations that can be made for students. After the participants have had a few minutes to read over the handout, lead a group discussion. Ask the participants to identify the classroom situations for which the different accommodations listed would be suitable.

Ask the participants to share with the group any accommodations they have made in their classrooms.

AGENDA ITEM VII: TEST ANXIETY AND MODIFICATIONS

Materials: blank transparency, overhead projector and:

- Handouts:
  - #5 "Test Attitude Survey"
  - #6 "Test Preparation Strategies"

Notes to Facilitator: Teachers need to be sensitive and aware of the negative impact that testing has on students who have experienced repeated failures. Poor test scores may be the result of high test anxiety, NOT a reflection of actual performance or ability.

This activity will simulate a testing situation. There is no actual test, but the participants should be made to believe they are actually going to be tested. Create anxiety with statements such as:

"Clear the tables of everything but your pencils."
"We're now going to take the posttest for your component points."
"We haven't covered everything, but you won't have any problems."
"Do not turn over your tests until told to do so. You will have five minutes to finish the test."

Pass out Handout #5 - "Test Attitude Survey" face down. Tell participants to turn it over and follow the directions. Don't discuss the handout; just ask them to answer all the questions.

When they are finished, ask the participants to share how they felt when they thought they were going to be tested. What were some of the emotional and/or physical reactions they experienced? Record their answers on a blank transparency.

Ask, "What are the behaviors some of your students exhibit at test-taking time?" Record these answers also. Emphasize the need to be sensitive and aware of the negative impact that testing has on students who have experienced repeated failures. There are techniques that teachers can use with students to help them relieve their anxieties such as:

1. self-relaxation techniques (muscle de-stressors): exercise, deep-breathing, tension release method, palming method
2. study techniques
3. extended time
4. focusing techniques
5. peanut butter/orange juice break (protein and sugar)
6. breaking test into shortened segments

The above list is not intended to be all inclusive. There are many various techniques that help students reduce anxiety. Begin a group discussion by asking the participants, "What have you done to reduce your own test anxiety?" Record answers on another transparency.

Distribute Handout #6 - "Test Preparation Strategies." This handout gives teachers and students some ideas on how to mentally and physically prepare for a test. Participants can copy this list for their own students.

***Suggestion:** Take a short BREAK after completing this agenda item.

AGENDA ITEM VIII: SOCIAL IMPLICATIONS OF LEARNING DIFFERENCES

Materials Needed: Handout #7 - "Perceptual Problems Have Social Impact"

Notes to Facilitator: The social implications of learning differences is an important issue for teachers. Students' interpersonal relationships and daily living skills are impacted by their perceptual problems.

Distribute Handout #8. Allow time for participants to review. Ask participants to describe a social situation in the classroom that illustrates one of the problems listed on the handout.

Teachers can assist students to overcome some of these social problems by teaching simple compensatory strategies such as:

1. Wear a watch on the left arm to distinguish left from right.
2. Use the *SLANT* technique to appear interested in personal conversations.
   S it tall.
   L ean forward.
   A sk questions.
   N od head.
   T rack the speaker.
3. Use mnemonic devices for names.
4. Use a personal organizer with calendar, phone numbers, maps, bus schedules, etc.

AGENDA ITEM IX: CONCLUSION - SUMMARY AND DISCUSSION

Materials Needed: Posttest

Notes to Facilitator: This final segment of the workshop should be used to:

- review the information covered
- answer all remaining questions
- complete the posttest

This is an excellent time to offer a preview and generate the participants' enthusiasm about attending the final workshop.

WORKSHOP #2 FOLLOW-UP

Notes To Facilitator: The memorandum on the following page was sent to all participants the week before the last workshop. It served several purposes. It reminded the participants of the upcoming workshop date and the topics to be covered, reminded them of what materials to bring with them, and encouraged participation.

DATE: March 15, 1993

TO: SOLD Participants

FROM: Sandy Shaffer, SOLD Coordinator

Thank you for attending the first and/or the second SOLD workshops. From your responses, you really got a lot out of them - but don't quit now. The third and final workshop is on the horizon. Even if you don't teach math, join us after lunch for the Make & Take; we'll be passing out useful stuff and making some materials that you can use with your students for both math and language skills.

Just a reminder:

SOLD Workshop #3
Monday, March 22
8:30 - 3:30
Largo Administration Building
Room B-213 (same as last time)
Mathematics Strategies (8:30-11:30)
Make & Take (1:00-3:30)

Please bring with you:

1) your folders, handouts, and notes from workshops #1 and #2
2) if you would like to receive component points in any area other than generic, you **must** know the subject area number code from your teaching certificate for that area

Thanks again for your participation. See you Monday.

We're SOLD

WORKSHOP #2

HANDOUT MASTERS

LANGUAGE

Activity: The Language Experience Approach (LEA) is comprised of three steps: participating in an interest-generating activity, dictating students' statements about the activity and reading the dictated stories.

Procedure:

1. **Generating student interest:** These should be activities that are relevant to adult learner needs. Examples are: guest speakers, films, audio tapes, field trips, teacher-read materials and out-of-class activities. The topics for these activities can be decided upon by the teacher, the class or the individual learner.

The teacher leads a discussion on the selected topic. The students verbally relate their interpretation of the topic using details, vocabulary and sequence (if applicable).

2. **Dictating student statements:** Students' statements are written down by the teacher on a large easel pad, blackboard, etc. The teacher writes the student's name beside the passages he/she contributed.

For beginning readers, the teacher introduces metalinguistic elements such as beginning/end, letter/word, vowel/consonant. The teacher uses this new written text as the basis for various letter and word games, spelling and vocabulary-building activities.

For more experienced readers, dictation can be transcribed to students' notebooks or audio tapes. Students should be encouraged to illustrate the new text to reinforce vocabulary and comprehension.

3. **Reading back the dictation:** Typically, the teacher reads the whole text to the students, pointing at each word as it is read. Next, the students echo-read the text, line-by-line. The students then read it aloud as a group. Finally, individual students are invited to read a line back to the group.

After the students have read back the text, the teacher can use various activities appropriate to the students' reading levels to reinforce reading skills. These activities include: developing word banks, fluency practice, crosswords, rearranging sentences and editing grammar.

USING THE NEWSPAPER

Advice -- Let's Help

Remove a "Dear Abby" or "Dear Ann Landers" letter from the newspaper.
Write your answer to the letter.
Compare it with hers.

Persuasive Writing

Look at the sports page.
Pretend you are a sports promoter.
Write an ad that you think would get people to come out to see a certain sports event.
Use drawings if you like.

Classified Ads

Find the "lost and found" section in the classified ads.
Choose a lost kitten or dog.
Pretend you are that animal.
Write the animal's story.
- How did you become lost?
- Where did you wander?
- Whom did you meet?
- How does your owner feel?

LANGUAGE STRATEGIES FOR LEARNING DIFFERENCES

Language

Activity: SQ3R (Robinson, 1946)

Purpose: SQ3R is a study skill technique used to assist students reading in content-area texts, especially science and social studies.

Procedures:

1. **Survey:** Students are taught to check length, headings, titles, graphs, etc. to get broad introduction.
2. **Question:** Students then jot down questions they have formed from the survey. Headings can be rewritten into question form.
3. **Read:** Students read to answer their own questions.
4. **Recite:** After reading the material and taking notes on the answers, the students looks away from the notes and tries to recite from memory.
5. **Review:** Students should review the material later.

Activity: S.O.S. (Schumaker, 1983)

Purpose: S.O.S. is an alternative strategy for students with abilities four or more years below their grade level.

Procedures:

1. **Survey:** Same as above.
2. **Obtain details:** Read to answer the questions at the end of the chapter or teacher/student generated questions.
3. **Sort out:** The student sorts out the questions that he/she can easily answer. The student then reviews the material and recites or memorizes the answers until those answers also become easier.

Note: Schumaker suggests that a paraprofessional modify the chapter for this population by marking the textual cues such as italics and then reading just those highlights into a tape recorder. The student can then complete an organizer outline (see CLOZE procedure) while listening to the tape or reviewing the highlighted material.

Robinson, F. (1961). Effective Study (Rev. ed.) New York: Harper & Row.
Schumaker, J.B., Deschler, D.D., Alley, G.R. & Warner, M.M. (1983). "Toward the Development of an Intervention Model for Learning Disabled Adolescents." The University of Kansas Institute Exceptional Education Quarterly. 4., 45-74.

LANGUAGE

Activity: Neurological Impress Method

Purpose: Improvement in oral expression, fluency and reading confidence especially for students with severe reading disabilities.

Procedure:

1. The teacher sits slightly in back of the student with the teacher's voice directed to the student's ear.
2. The student and the teacher jointly read orally at a rapid pace beginning with slightly easy material and progressing rapidly to more difficult passages.
3. The objective is simply to cover as many pages as possible in the time allotted. There is no preparation necessary, and there are no pauses for mistakes.
4. The teacher should read louder and faster than the student at first, gradually fading and slowing as the student gains confidence. The student and teacher then take turns leading and following.
5. If the student appears to plateau, continue for a few more sessions to assure achievement.

Heckleman, R.G. (1969). "Using the Neurological Impress Remedial Reading Technique." Academic Therapy. 4., 277-282.

LANGUAGE

Activity: An integrated method of teaching composition.

Purpose: To help students write more effective and organized essays through a six-step process.

Procedure:

1. Write a simple, declarative sentence with no detail.
2. Write three sentences that clearly relate to the target sentence. The teacher might point out key words or help the student generate questions about the target sentence to help the student write the three sentences.
3. Write four or five sentences that relate to or explain each of the three sentences from Step #2.
4. Provide details; use examples and anecdotes for each of these four or five sentences. The purpose of this step is to expand vocabulary related to the topic.
5. In beginning each paragraph, there should be a transitional sentence with a statement about the preceding paragraph.
6. Each sentence should relate to the one before. The student can be taught to repeat a word, use a synonym or antonym, use a pronoun that refers to a noun in the previous sentence, etc. to achieve smooth transitions and to stay on topic.

Kerrigan, W.J. (1974). Writing to the Point: Six Basic Steps. New York: Harcourt, Brace & Jovanovich.

LANGUAGE

Activity: CLOZE Procedure

Purpose: To improve reading comprehension.

Procedure:
1. The teacher should select passages long enough to allow approximately 50 deletions.
2. Delete every fifth, seventh, or nth word not exceeding 20 words for every 100. Key words, main ideas or word types such as nouns may be deleted.
3. Indicate the missing word with a blank of the same length.
4. Students then supply the missing words using the original from which to copy, an answer key or context clues to decipher the information.

Purpose: To determine readability level.

Procedure: Use the above procedure and the following percentages to determine the difficulty level of the reading material.
a. Independent Reading Level: 61% or more correct
b. Instructional Reading Level: 41%-60% correct
c. Frustration Reading Level: 40% or fewer correct

Example: This is the first _____ of winter. _ love the first snowfall __ the season.

Note: Function words are easier to supply in a CLOZE passage than content words. Words in either initial or final positions are more difficult to supply than those in the middle position.

Purpose: To create an organizational outline.

Procedure: The teacher supplies a partial outline for the student to then complete as he/she reads an assignment or listens to information.

Jongsma, E. (1971). The CLOZE Procedure as a Teaching Technique. Newark, Del.: The International Reading Association.

LANGUAGE

Activity: Individualized Reading Approach

Purpose: To motivate students to read by using materials tailored to the student's individual interests and independent reading level.

Procedure:

1. Students select their own books or magazines to read. They are responsible to monitor progress as determined by student/teacher conferences.
2. The teacher schedules conferences once or twice a week with each student to determine areas of difficulties to remediate. During the conference, the instructor may check the student's sight vocabulary, note reading errors or monitor comprehension. The teacher may temporarily group students to remediate specific problems, but the emphasis is not on ability grouping.

Implementation requirements:

1. Students should be able to read 60 or more words per minute with less than three errors or have enough word recognition skills to read independently.
2. Three to five books, magazines or newspapers per student are recommended to start the program.

Veatch, J. (1959). Individualizing Your Reading Program. New York: Putnam & Sons.

LANGUAGE

Activity: Visual motor integration strategies

Purpose: To provide remediation strategies.

Procedure:

1. Copying skills: Provide two or three letter words to copy and gradually lengthen to six or seven letter one-syllable words. If, or when, student is able to copy multi-syllable words or phrases, follow this technique: (a) The student names the letters to be copied aloud in sequence. (b) The student looks away, says the letters in order from memory, and then checks the original word again. (c) The student writes the word naming each letter as he/she writes it. He/she should then check the word just written with the model word.
2. Sequence skills: Have the student look at a sentence or paragraph, scramble it and then place it back in sequential order. Comic strips also work well with this method.
3. Spelling skills: Show the student the word to spell and then show the same word but with letters missing. Have the student copy the word and fill in the missing letters. Note: Vowels are missed more frequently than consonants except those consonants that are silent.

Purpose: To provide compensatory strategies.

Procedure:

1. Avoid having the student write, copy or transcribe by: (a) using consumable materials or an acetate page over the material, (b) having students read their answers into a tape recorder, (c) having students type their answers on a typewriter.
2. Have students cover all extra visual stimulation on a page except what is to be copied. Also, reduce excess paper on their workspace.
3. Use simple answer codes such as multiple choice, checklist, true/false, or fill-in-the-blanks.

Adapted from Project LIFE: Literacy is For Everyone. 1989-90. Broward County Public Schools.

LANGUAGE

Activity: Spelling Strategies

Purpose: To use various modalities, especially tactile, to reinforce spelling words.

Procedure:

1. Have the student clap for the vowels and snap for the consonants in a pace slow enough to allow for these actions.
2. Have the student gently kick one foot as each letter is spoken in rhythm for a minimum of three trials. Alternate feet each day.
3. Have the student say the vowels gently then stomp as each consonant is whispered. Daily alternate vowels and consonants.
4. Have the student speak each vowel in a loud voice while whispering each consonant. Switch on alternate days.
5. Have the student use the index finger to trace the spelling word on a desktop, on clothing or on some other surface before writing the word on paper. Again, this should be done at a regulated pace.

Notes on general characteristics of poor spellers:

1. Poor spellers don't proofread or check their reading.
2. They often mispronounce the words they misspell.
3. They substitute words for those they don't know how to spell.
4. They are poor in language skills in general including reading.
5. They are careless in forming the letters they write.

Developed by: Jeffery Barsch, Learning Disability Clinic, 4667 Telegraph Rd., Ventura College, Ventura, CA 93003.
Presented In: Successful Vocational Rehabilitation of Persons with Learning Disabilities . . . BEST PRACTICES, (1989) The Wisconsin Division of Vocational Rehabilitation.

CURRICULUM FAIR

Find two other people with whom to share your curriculum idea. Write down their ideas or describe their materials in the spaces provided. You may wish to discuss the modalities that the activity uses (visual, auditory, or kinesthetic/tactile) so that you as a teacher can better decide which students might benefit from the idea. The final question is provided so that you may begin deciding how to implement the idea(s) in your classrooms. HAVE FUN !

Learning Activity #1: _____

_____

_____

_____

_____

_____

Modality or modalities used: _____

Would activity work for someone with a Learning Difference? How? _____

_____

_____

Learning Activity #2: _____

_____

_____

_____

_____

_____

Modality or modalities used: _____

Would activity work for someone with a Learning Difference? How? _____

_____

_____

SUGGESTIONS FOR ASSISTING LEARNING DISABLED STUDENTS IN THE CLASSROOM

READING DISABILITY

1. simple directions, preferably reviewed verbally with student
2. use of vocabulary lists and grammar instruction sheets during tests, if mechanics are not being tested
3. reader, or tape of texts and test questions
4. advance notice of test format, or old tests to study for style
5. advance notice of, and extra time for, reading assignments
6. dictionary in class
7. uncluttered, well-spaced text on handouts and tests

WRITING DISABILITY

1. Spellchecker, in class and on tests (private area if necessary)
2. word processor, in class and on tests
3. note taker, tape recorder or both
4. multiple choice instead of fill-in, essay if possible, or wide lines
5. test answers written in exam booklet, not separate sheet
6. scribe to fill in Scantron exam; spelling tests aloud or on tape
7. extra time on written tests
8. permission for pretest prep such as outline for essay or draft of story

AUDITORY PROCESSING DEFICIT

1. written outline of lecture material
2. written test and class instructions; cannot listen and write simultaneously
3. avoidance of surprise class questions or oral quizzes
4. written extra credit in place of oral discussion/participation

VISUAL PROCESSING DEFICIT

1. tape recorder and/or note taker
2. tests read aloud to self, or reader (may need private test area)
3. talking software (reads typed entries aloud), Language Master, etc.
4. old test copies to allow familiarity with format
5. extra time for tests and writing (extra re-reading and proofing)
6. oral review of all directions and assignment information
7. written work on a single plane (information to be copied flat on desk, in same size as requested answer, not on overhead or board)
8. wide spacing between lines on handouts and tests
9. black paper held under line of text being read

SEQUENCING DEFICIT

1. one-step instructions, or written instructions with each step crossed off as completed
2. write-on tests, or answer blanks under each question (rather than separate answer sheet), or pre-numbered sheet
3. black paper under question/answer being worked
4. assistance in subdividing multi-step projects; sub-deadlines for long-range assignments

WORD RECALL DEFICIT

1. permission to write out speeches or any oral presentation
2. vocabulary lists, thesaurus, key phrase outline in class and on tests
3. avoidance of surprise demand for response
4. concept or essay tests in place of specific answer requests

TEST ATTITUDE SURVEY

Answer the following by circling "T" if the statement is generally TRUE and "F" if the statement is generally FALSE.

1.	While taking an important exam, I perspire a great deal.	T F
2.	I start to fell panicky when I have to take a surprise exam.	T F
3.	During tests, I find myself thinking of the consequences of failing.	T F
4.	After important tests, I have an upset stomach.	T F
5.	While taking an important exam, I find myself thinking of how much brighter the other students are than I am.	T F
6.	I freeze up on finals or other important exams.	T F
7.	During exams, I think of things unrelated to the course material.	T F
8.	During course exams, I forget facts that I really know.	T F
9.	During exams, I think negative thoughts.	T F
10.	I usually get depressed after taking a test.	T F
11.	I have an uneasy, upset feeling before taking a final.	T F
12.	Getting a good grade on one test doesn't seem to increase my confidence on the second test.	T F
13.	Sometimes my heart beats very fast during important exams.	T F
14.	When taking a test, my emotional feelings interfere with my performance.	T F
15.	I feel anxious even though I am fully prepared for the test.	T F

*Add the total number of "T" answers - ☐

-Adapted from a Univ. of Minn. Reading and Study Skills Center handout.-

TEST PREPARATION STRATEGIES

Check those areas that you need to improve upon.

1. Study consistently. Keep up using the study skills that work for you.

2. Get a good night's sleep the night before the exam.

3. Eat a light breakfast. This helps prevent low blood sugar and gives you energy.

4. Allow enough time to get to the test without hurrying.

5. In the exam room, sit where you usually sit. You will feel most comfortable there.

6. Bring a watch and keep track of the time. Plan your time and pace yourself so that you are not rushed on any part of the exam.

7. When you get the test, immediately jot down key words and phrases.

8. Read the directions carefully.

9. Answer the easy questions and mark those you don't know to come back to later. You may pick up answers in other parts of the test. Take your time, but answer all questions. Always check your test over before handing it in.

10. Do relaxation exercises any time you need to during the test. Breathe deeply and talk to yourself in a very supportive way.

GOOD LUCK ! YOU CAN DO IT !

* * * \

Perceptual Problems Have Social Impact !

1. Visual Problems

- misinterpretation of facial expressions causing confusion regarding communicator's intent: happy, sad, angry, bored, etc.

2. Auditory Problems

- misinterpretation of tone of voice causing confusion of speaker's intent: joke taken as serious comment; 90 minutes heard as 19 minutes

3. Spatial Problems

- inaccurate signals about where one's body is in space
- affects judging distances, right from left, following directions
- may get lost in familiar surroundings

4. Memory Problems

- information not retained in short and/or long term memory
- tugs endlessly for names, dates and thoughts

5. Sequencing Problems

- difficulty choosing priorities
- difficulty organizing notes and outlining information
- difficulty keeping track of belongings

6. Gross and Fine Motor Problems

- may appear clumsy causing sports and other activities such as dancing to appear awkward
- may affect handwriting making papers illegible

7. Visual Motor/Auditory Motor

- difficulty coordinating hands/feet with eyes
- difficulty copying from board to paper
- difficulty following and cutting patterns
- difficulty following spoken directions and taking notes at the same time

Sample of How a Perceptual Problem Can Affect the Writing Process

Dear Mother,

Started the stone several weeks. I have growed considerably I don't liik muah like a boy now. Hows all the folk did you receive a box of books from Memphis that he promised to send them - languages.

Your son Al

(Thomas Alva Edison)
(Age 12)
Inventor

*** Shows breakdown in organizing thought ***

BEST COPY AVAILABLE

Name _____

"SOLD" WORKSHOP #2

ACCOMMODATING STUDENTS WITH LEARNING DIFFERENCES
TEACHING LANGUAGE

1. List three types of audio-visual equipment that can be used to assist LD adults:
   1)
   2)
   3)

2. List at least three effective classroom accommodations which can be used with students with learning differences:
   1)
   2)
   3)

3. List three techniques to teach reading and/or language skills to adults with learning differences:
   1)
   2)
   3)

4. List one idea for reducing test anxiety:

5. Please mark each statement **TRUE** or **FALSE**.

___ A. Accommodations for students with disabilities are required by law.

___ B. Most LD instructional accommodations are expensive.

___ C. The language experience approach to reading is easily individualized to students' interests and levels of ability.

___ D. Students with learning differences may need to be taught how to study for tests.

___ E. All adults who reverse letters have dyslexia.

6. Evaluate these directions:
"After reading all questions, do the three procedures discussed in class to each item."

7. Explain the meaning of this statement:
"A learning disability also affects people outside of the classroom."

We're SOLD

WORKSHOP #2

FLIP CHART MASTERS

LANGUAGE EXPERIENCE APPROACH

1. GENERATE STUDENT INTEREST

2. DICTATE STUDENT STATEMENTS

3. READ BACK THE DICTATION:
   - A. TEACHER ALONE
   - B. STUDENTS AS A GROUP
   - C. ECHO READ
   - D. VOLUNTEER READERS
   - E. PRINT INTERACTION

LOOK FOR LANGUAGE MATERIALS THAT . . .

1. **REINFORCE TEXTS**

2. **USE REAL-LIFE EXPERIENCES**

3. **INCORPORATE OTHER SUBJECTS**
   e.g. current events, science

4. **ENCOURAGE CULTURAL DIVERSITY**

. . . TO INCREASE ADULT STUDENTS' MOTIVATION !!

DYSLEXIA

- EXTREMELY SEVERE, PERSISTENT, AND VERY RESISTANT TO TREATMENT (RICHTEK, ET. AL., 1983)

- MOST INDIVIDUALS WHO ENCOUNTER READING PROBLEMS DO NOT HAVE DYSLEXIA

GROUP DIRECTIONS

TASKMASTER - KEEP GROUP ON TASK

RECORDER - LIST GROUP'S OPINIONS REGARDING:

1. HOW THIS METHOD WOULD WORK WELL (advantages)
2. DIFFICULTIES USING THIS METHOD (disadvantages)

TIMER - PACE GROUP TO ACCOMPLISH TASK BY _____

REPORTER - REPORT TO THE WHOLE GROUP:

1. BRIEF SUMMARY OF METHOD
2. RECORDER'S LIST

***TO RECORD THE PARTICIPANTS' COMMENTS ABOUT THE VARIOUS TEACHING METHODS, MAKE A FLIPCHART SHEET FOR EACH OF THE METHODS. WRITE THE NAME OF THE METHOD ON THE TOP OF THE PAGE AND MAKE TWO VERTICAL COLUMNS, ONE TITLED "GOOD POINTS" AND THE OTHER "BAD POINTS." EXAMPLE BELOW:*

SQ3R/S.O.S.

GOOD POINTS **BAD POINTS**

***SUGGESTED METHODS TO INCLUDE IN THIS EXERCISE:*

1. *SQ3R/S.O.S.*
2. *NEUROLOGICAL IMPRESS*
3. *COMPOSITION*
4. *CLOZE*
5. *INDIVIDUALIZED*
6. *VISUAL-MOTOR*
7. *SPELLING*

MAKE A SEPARATE FLIPCHART FOR EACH METHOD.

***REMEMBER. . .**

A LEARNING DISABILITY IS

"LIFELONG AND LONG-STANDING"

SO:

HELP YOUR STUDENTS MEET <u>THEIR</u>
GOALS NOT JUST YOURS!!

We're SOLD

WORKSHOP #2

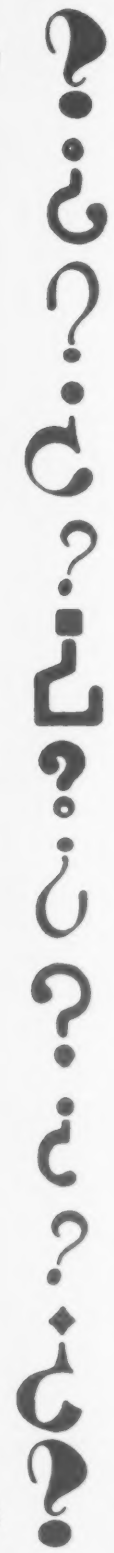
TRANSPARENCY MASTERS

Your Expectations or Questions

-
-
-
-
-
-
-

ADJECTIVES

WHAT IS IT ?



PRINT INTERACTION

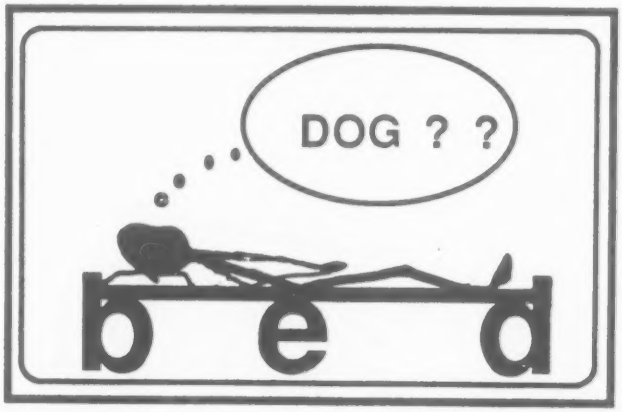
Beginning Readers:

beginning/end
letter/word
vowel/consonant
games, spelling, vocabulary building

More Experienced Readers:

transcribe to notebooks/tapes
illustrate new text
games, spelling, vocabulary building

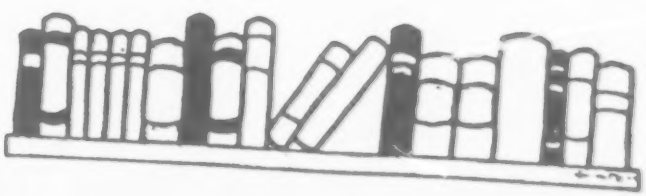
Why
did the atheistic dyslexic
have trouble getting up
in the morning
?



He had been up all night
wondering if there really
was a "DOG" !

CURRICULUM FAIR

Find two people -
Share ideas that work !



We're SOLD

WORKSHOP #3

MATHEMATICS STRATEGIES AND "MAKE AND TAKE"

SOLD: STRATEGIES FOR OVERCOMING LEARNING DIFFERENCES

WORKSHOP FOR MARCH 22, 1993

Susan H. Blanchard, Ph.D.
Karen L. Dean

I. INTRODUCTIONS

II. DIAGNOSING ERROR PATTERNS

A. "Bugs" - Definition

B. Finding Error Patterns

III. ALTERNATE ALGORITHMS

IV. WORD PROBLEMS

A. Priority

B. Behaviors of Good Problem Solvers

V. NEWSPAPERS IN EDUCATION

VI. MAKE AND TAKE

VII. CONCLUSION AND SUMMARY

WORKSHOP #3 PREPARATIONS

Notes to Facilitator: In preparation for the third workshop, all handouts, materials, supplies and equipment must be procured and organized. Below is a complete list of what you will need to present this workshop.

Materials and Supplies: Masters for all handouts and the pre/posttest are provided at the end of this manual section.

- **Handouts:**
  Agenda
  #1 "Mathematics Vocabulary"
  #2 "Error Patterns"
  #3 "Alternate Algorithms"
  #4 "Solving Word Problems"

- **Make and Take Directions:**
  #5 "One-line Reader Instructions"
  #6 "Spelling Rummy"
  #7 "Column Blockers"
  #8 "Arithmetic Chip Traders"
  #9 "Pizza Fractions"
  #10 "Fractions Chart"
  #11 Pretest/Posttest

- Make & Take kits (from FDLRS)
- folders for participant packets
- extra pens and pencils
- blank overhead transparencies
- transparency marker
- refreshment items (optional)

Equipment:

- overhead projector
- screen
- extension cords (just in case)
- extra overhead bulb (just in case)
- coffee urn (optional)

Day of workshop:

- Set up chairs, tables, overhead, screen, and lectern area in meeting room.
- Set up a registration table with sign-in sheets and participant packets.
- Set up refreshment table (optional).

AGENDA ITEM I: INTRODUCTIONS

Materials Needed: Handout #1 - "Math Vocabulary" and pretest

Notes to Facilitator: After everyone has registered, received the workshop packet and is seated, reintroduce yourself and welcome the participants.

Review the agenda briefly including breaks, time for lunch, etc.

Ask the participants for questions that they may have from the second workshop. Answer any questions and keep their expectations in mind while presenting the training.

The pretest is then distributed. This is not a timed exercise and participants should be given ample time to complete the pretest. Remind them that they are **not** expected to be able to correctly answer the questions.

Ask participants to take Handout #1 from their packets. Discuss the importance of teaching math vocabulary. Directly teaching math vocabulary words will help an LD student having difficulty in math to succeed. A student's mathematical abilities cannot be assessed if the student cannot read directions or word problems.

AGENDA ITEM II: DIAGNOSING ERROR PATTERNS

Materials Needed: Handout #2 - "Error Patterns"

Notes to Facilitator: It is important for teachers to be able to recognize and identify mathematical error patterns in order to effectively improve students' math skills. All teachers must understand why students are making errors rather than just "keeping account" of mistakes. LD students may be able to perform computations; however, they may apply operations incorrectly to various mathematical situations.

Handout #2 gives examples of various common error patterns. Have participants pair up and review this handout. Ask them to identify the error patterns. Allow ten minutes and then ask the participants to share their answers with the whole group.

Emphasize that, once error patterns have been recognized, a teacher can then "retrain" the student to "break the pattern" by correctly using the algorithm. This often requires "backing up" from the student's current mathematical skill level to re-learn and then over-learn a lower level math skill.

***Suggestion:** You may want to take a BREAK after this agenda item.

AGENDA ITEM III: ALTERNATIVE ALGORITHMS

Materials Needed: blank transparency, marker, overhead projector and Handout #3 - "Alternative Algorithms"

Notes to Facilitator: Algorithms are the methods of calculating numbers. The algorithms on Handout #3 are alternatives to the methods traditionally taught in the United States. Each of the presented algorithms is mathematically sound, not just a "short cut." These alternate methods of performing math operations may furnish successful opportunities to students who do not understand the "regular" way of doing math. You should be familiar with these algorithms before presenting this section of the workshop.

Handout #3 gives a brief description of the algorithms. Using the overhead projector, demonstrate how to perform each algorithm.

AGENDA ITEM IV: WORD PROBLEMS

Materials Needed: Handout #4 - "Solving Word Problems"

Preparation: Be familiar with current research in solving word problems. In presenting this section, we focused on the top math education priority according to the National Council of Teachers of Mathematics (NCTM). The NCTM recommends that students learn how to analyze and evaluate problems and be able to critically apply solution strategies. Emphasize that teachers should include higher order thinking skills in their classroom instruction.

Notes to Facilitator: Review Handout #4 - "Solving Word Problems." This strategy was developed from observations of the behaviors of good problem solvers. Emphasize that directly teaching this strategy will help LD students because many have difficulty applying higher order thinking skills involving mathematical solutions.

***Suggestion:** You may want to schedule the LUNCH BREAK at this point.

AGENDA ITEM V: NEWSPAPERS IN EDUCATION (NIE)

Special Note to Facilitator: The St. Petersburg Times' representative for the Newspapers in Education program was the guest speaker for this workshop section. If you would like to include this as part of your workshop, contact your local newspaper NIE representative or call the St. Petersburg Times NIE Program at: 1-800-333-7505 ext. 8138.

We chose to include this because the newspaper is one of the most important and readily available printed resources for the adult learner. The NIE program offers educators a wealth of inexpensive ways to incorporate the newspaper in the classroom.

The representative that visited our workshop brought a lot of handouts and suggestions for classroom activities which would be of benefit for LD adult students.

AGENDA ITEM VI: MAKE AND TAKE SESSION

Materials Needed: project directions (Handouts #5-11), FDLRS Make and Take Kits (comprised of tape, scissors, glue, markers, fasteners, etc.) and,
Project materials:
file folders
transparent blue acetate report covers cut in half lengthwise
transparency frames
plastic chips
blank playing cards
paper cutter

Notes to Facilitator: Include a Make and Take session in this final workshop to give participants an opportunity to make instructional aids for their classroom. You may be able to borrow "Make and Take kits" from the Florida Diagnostic and Learning Resource System (FDLRS) for your district. These kits will provide art supplies for four participants.

Set up a work station for each project with Make and Take kits and the materials needed for the project. Put a copy of the project directions at each work station. Give participants the opportunity to work at several stations during the session with approximately 15 to 20 minutes per station.

The following projects are suggested because they are relatively inexpensive, easy to make and use, and appropriate for all adult students:

1. personal one-line readers
2. column blockers
3. arithmetic chip traders
4. pizza fractions
5. spelling rummy
6. blue reader (report cover to place on text to reduce black & white contrast)

AGENDA ITEM VII: CONCLUSION AND SUMMARY

Materials Needed: Posttest

Notes to Facilitator: The final section of the workshop should be used to:

- review the information covered
- answer all remaining questions
- complete the posttest

The participants are to be commended for their dedication to their professional growth and to their students. You may wish to provide them with a list of those in attendance to facilitate networking and a list of school district and SOLD project "experts" (consultants, specialists, facilitators, etc.) who can be contacted for future consultation and resource. Let the participants know at this time if they will be receiving a final evaluation form.

WORKSHOP #3 FOLLOW-UP

Notes To Facilitator: You may choose to distribute a summative evaluation form which will help you assess the effectiveness of this training program. A sample survey is shown on the following page.

Some of the comments which were expressed by the participants are included after the sample survey. The most rewarding aspect of this project was that this training was requested by the county teachers and was greatly appreciated by them; the enthusiasm and involvement during the workshops was remarkable. The degree of implementation as noted by the comments appears to be extensive. Of the participants who have completed and returned the survey at this time (50%), all of them report making adjustments in either their teaching style, classroom physical arrangement, curriculum or some other area in order to accommodate students with learning differences.

We're SOLD

Strategies for Overcoming Learning Differences
Self-evaluation Survey

Thank you for participating in this training. To help us evaluate the effectiveness of this project, please answer the following questions. Feel free to use the back of this sheet or a separate sheet of paper for your answers if necessary.

1. What part (or parts) of the training did you find to be the most valuable to you in your teaching situation? Why?

2. What part (or parts) of the training did you find to be the least valuable to you? Why?

3. Do you feel better equipped to meet the needs of LD students because you have participated in this program? Why?

4. What LD instructional strategy have you implemented in your classroom since receiving this training?

5. Why did you choose this teaching strategy?

6. How did you implement this strategy?

7. What results, if any, have been obtained by the implementation of this strategy?

8. What other accommodations, if any, have you made for students in your classroom since participating in this training?

We're SOLD

WORKSHOP #3

HANDOUT MASTERS

MATHEMATICS

MATH VOCABULARY

Compiled from many sources and experience

Reading is often a problem for SLD students. If students cannot succeed due to their reading vocabulary, their math skills may not be evident. Students' "math" difficulties may actually be related to reading difficulties. Once students can read and understand what key math vocabulary means, they may then be able to demonstrate and improve math skills.

The following words can be put on flashcards, a computer program or Language Master cards. A pretest using words on this list appropriate to the student's level can focus instruction on the math vocabulary reading ability and/or on the concepts which these words represent.

about
above
add
after
alike
all
almost
always
amount
and
answer
are
area
around
arrange
as much as
away from
average

back
because
before
beginning
behind
below
beside
between
biggest
billion
blanks
bottom
boxes

cent
centigrade
centimeter
circle
code
coins
column
collection
computer
connect
copy
corner
correct
counting

decimal
difference
dime
divide
do
dollar
down
each
earned
eight
eighth
eleven
equals
equation
estimate
even
every
examples

false
fahrenheit
farthest
feet
few
fifth
figure
find
first
five
foot
forty
four
fourth
from
fraction
full

gallon
given
gram
greater than
group
half
how many
hundred

if
inches
incorrect
inside
into

kilograms
kilometer
know

last
least
left
length
less than
letters
little
long

made
make
many
mark
match
measure
means
medium
meter
metric
middle
million
millimeter
minus
minutes
more than
most
much
multiply

nearest to
never
next
nickel
nine
ninth
ninety
no
none
not
nothing
number
numeral

objects
o'clock
odd
one
only
order
other
outside
over

pair
paper
past
penny
perimeter
period
picture
pints
pound
problem
product
puzzle

quart
quarter

rectangle
right
row
ruler

same
sample
scale
second
segment
separate
set
seven
seventh
seventy
several
shape
short
side
sign
six
sixth
sixty
size
since
skip
smallest
solution
solve
some
spend
square
study

subtract
sum
symbol

table
take away
ten
tenth
than
then
these
think
third
thirteen
thirty
this
thousand
three
through
time
ton
top
triangle
true
twelve
twenty
two

underline
use

value
variable
very

ways
weight

S. Blanchard

ERROR PATTERNS

Can you find the "bug" ?

1.

$$\begin{array}{r} 74 \\ +\ 39 \\ \hline 1013 \end{array} \qquad \begin{array}{r} 65 \\ +\ 97 \\ \hline 1512 \end{array}$$

2.

$$\begin{array}{r} 85 \\ +\ 42 \\ \hline 19 \end{array} \qquad \begin{array}{r} 276 \\ +\ 669 \\ \hline 8118 \end{array}$$

3.

$$\begin{array}{r} 25 \\ +\ 7 \\ \hline 102 \end{array} \qquad \begin{array}{r} 46 \\ +\ 9 \\ \hline 145 \end{array}$$

4.

$$\begin{array}{r} 25 \\ +\ 4 \\ \hline 11 \end{array} \qquad \begin{array}{r} 62 \\ +\ 4 \\ \hline 12 \end{array}$$

5.

$$\begin{array}{r} 349 \\ -182 \\ \hline 247 \end{array} \qquad \begin{array}{r} 135 \\ -78 \\ \hline 143 \end{array}$$

6.

$$\begin{array}{r} {}^{7}{}_{1}\not{1}86 \\ -45 \\ \hline 1311 \end{array} \qquad \begin{array}{r} {}^{6}{}_{1}5\not{7}\not{4} \\ -232 \\ \hline 3312 \end{array}$$

7.

$$\begin{array}{r} {}^{2}{}_{1\,1}\not{4}32 \\ -146 \\ \hline 196 \end{array} \qquad \begin{array}{r} {}^{6}{}_{1\,1}\not{8}43 \\ -296 \\ \hline 457 \end{array}$$

8.

$$\begin{array}{r} 5 \\ 48 \\ \times 57 \\ \hline 336 \\ 250 \\ \hline 2836 \end{array}$$

9.

$$\begin{array}{r} 3 \\ 35 \\ \times\ 7 \\ \hline 425 \end{array} \qquad \begin{array}{r} 2 \\ 47 \\ \times\ 3 \\ \hline 181 \end{array}$$

10.

$$2\overline{)194}\ 242 \qquad 3\overline{)791}\ 233$$

S. Blanchard

MATHEMATICS ALTERNATE ALGORITHMS

collected by Susan Blanchard, Ph.D.

These alternate methods of performing math operations may furnish success opportunities to students who do not understand the "regular" way of doing math. Example problems from the workshop discussion are given below.

EXAMPLES:

A. COLUMN ADDITION

(2)

$2_4\ 3$

$4_8\ 6_9$

$1_1 5_3\ 1_1 4_3$

$+\ 2\ \ 1_1 7$

15 0

B. SCRATCH ADDITION*

378	378	378
+ 294	+294	+294
5	56	562
	11	+11
		672

*(student does not recopy problem-it is done here to show the steps)

C. PARTIAL SUMS

378

+294

12

160

+500

672

D. BOX SUBTRACTION*

423	423	423
□	3/1/3	3/1/3
-197	-197	-197
		226

*(student does not recopy problem-it is done here to show the steps)

E. BRITISH METHOD (avoids regrouping)

73 → +2 → 75

-58 → -60

15

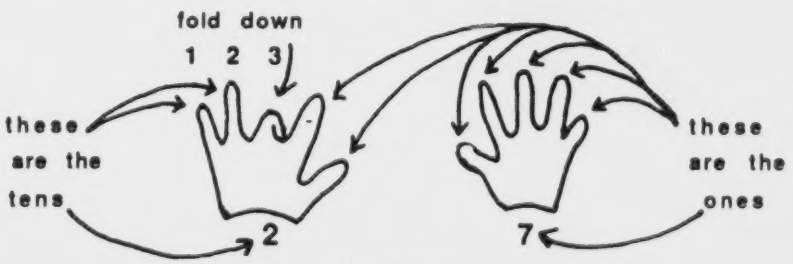
520 → +2 → 522 → +20 → 542

-278 → -280 → -300

242

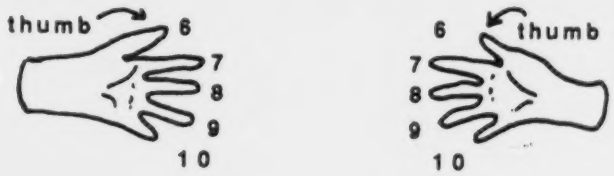
F. NINES TABLES ON FINGERS - Hold hands with the palms away from you. Fold down the finger which corresponds with the factor other than 9.

9 X 3 = 27



ALTERNATE ALGORITHMS - page 2

G. FINGER MULTIPLICATION (6,7,8'S) - Hold hands with palm toward you, thumbs up. "Touchers" and up are the tens. Multiply the lower fingers to find the ones. (Not recommended for 6x6 or 6x7)



H. LATTICE MULTIPLICATION

238 X 467 = 111,146

3	6	X
1 2	2 4	4
1 5	3 0	5

36 X 45 = 1620

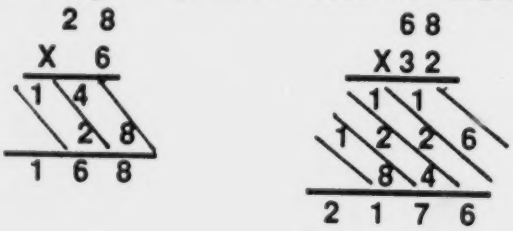
1 6 2 0 .

2	3	8	X
0 8	1 1 2	3 2	4
1 2	1 8	4 8	6
1 4	2 1	5 6	7

1 1 1 , 1 4 6

Add diagonal columns and carry to next column.

I. DROP MULTIPLICATION - Do all X, then all + (no switching back and forth between operations). Write products on a horizontal slant going from top to bottom, left to right. (Student does not draw lines.)



J. ROUNDING DECIMALS:

to the hundredth:

2.6823 → 2.68

100

to the thousandth:

1.67892 → 1.679

1000

Always place the one under the decimal point. Always check the digit after the line to decide whether to round up or not.

SOLVING WORD PROBLEMS

adapted from a lecture by Susan Blanchard, Ph.D.

Students should be taught the behaviors of good problem solvers when they are learning to solve mathematical problems. A systematic, sequential approach to problem solving is presented in the outline below:

1. Read the problem.
   a. Read it twice.
   b. Pick out key words and information.

2. Paraphrase the problem.

3. Visualize the problem.

4. Hypothesize a solution.
   a. Plan the operations to be used.
   b. Sequence the steps to be taken.

5. Estimate the answer.
   a. Make rough approximations.
   b. See if the answer "fits."

6. Perform the computations.

7. Check the answer.
   a. What did the question ask ?
   b. Does the answer make sense ?

LANGUAGE

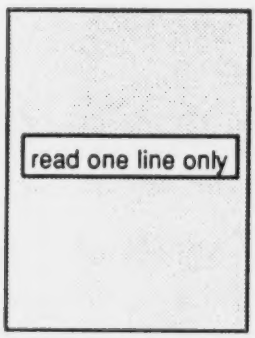
Activity: One-line reader

Purpose: To enable the student to focus on what is being read without the "interference" of extra text.

Materials:
1. scissors
2. file folders cut in half or 81/2 X 11 tagboard

Procedure: For a one-line reader, cut a horizontal strip in the center of the cardboard. It should be wide enough for the student to read only one line of text through the "window."

example:



The student places the reader on the text, workbook or sheet to be read. The student moves the reader down the page as necessary to read each line.

LANGUAGE

Activity: Spelling Rummy (2-4 players)

Purpose: To reinforce the meaning and spelling of common homonyms

Procedure:

1. Make a set of twelve three-by-five inch cards that contain homonym words (male, bear, sun, pair, two, be, wood, meet, cent, dear, one, sale).
2. Make another set of twelve cards that contain their homonyms (mail, bare, son, pear, to/too, bee, would, meat, scent, deer, won, sail).
3. Make a key so players can check answers as needed.

Directions:

1. The dealer shuffles the cards and deals three to each player. He puts the remaining cards face down to make a draw pile and turns up the top card.
2. Players check their cards for matching pairs. These are put face up on the table and a sentence given for the correct usage of each. If pairs or sentence usage is incorrect, the player continues to hold cards.
3. The first player draws either the top card from the discard pile or one from the draw pile. If he completes a pair, he makes a sentence for each of them. If correct, he discards a card and puts it face up on the discard pile.
4. Play continues with each player taking his turn in order.
5. When a player wants a card below the top card in the discard pile, he can take it only if he takes all the cards above it, too.
6. Play continues until one player is rid of all of his cards.
7. A point is scored for each matching pair a player makes with a correct usage of each word in a sentence.
8. The winner is the player with the most points after a given number of rounds have been completed.

Source: The Language Arts in Childhood Education, Paul C. Burns, Betty L. Broman, 1975, Rand McNally College Publishing Company.

LANGUAGE

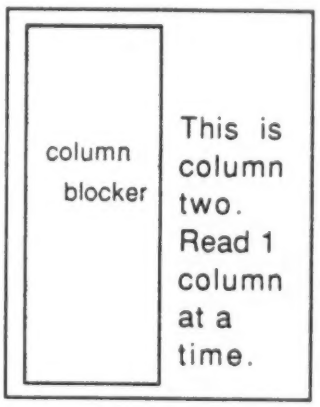
Activity: Column Blocker

Purpose: To enable the student to focus on what is being read without the "interference" of extra text.

Materials:
1. scissors
2. file folders cut in half or 8 1/2 X 11 tagboard

Procedure: For a column blocker, cut the half folder or tagboard in half again lengthwise - two pieces 4 1/4 X 11.

example:



The student places the blocker on the text to be read covering one entire column at a time. The column blocker is flipped to cover the column not being read.

MATHEMATICS

ACTIVITY: Chip trading and various bases to understand place value.

MATERIALS: A chip trading set which includes chips of four different colors and a color-coded card to show place value. Dice are also useful.

PROCEDURE:

1. Start with base ten and assign a value to the different chip colors. Usually yellow represents units, blue represents tens and green is hundreds. Have the student place a said number of chips in each column on the place value card and read the number. The student should also write the number (ex. #1).

2. Have the student roll a die to add units to the place value card. When 10 units have accumulated on the ones place, the student is instructed to turn the ten ones in for one ten. This chip is then placed in the tens place (ex. #2). This process is continued until the student has accumulated ten chips in the tens place. These chips are then traded for one one-hundred chip (ex. #3).

3. The student should be periodically asked to identify and write the number corresponding to the chips on the boards. The numbers should also be written in expanded form and verbally read (ex. #4).

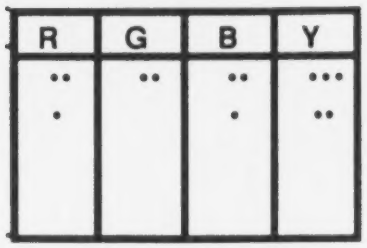
4. The same process should be repeated using another base system. Using five as a base, the student will trade chips in each time five have accumulated in a place. Examples five through eight demonstrate how this is done.

5. The student should convert the value of the numbers in another base system to the ten base value (ex. #9).

MATHEMATICS

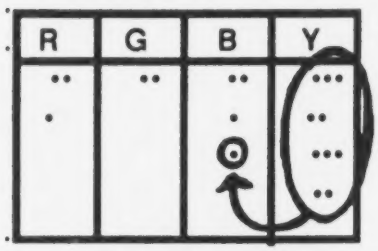
ACTIVITY: Chip trading and various number bases (continued)

Example #1



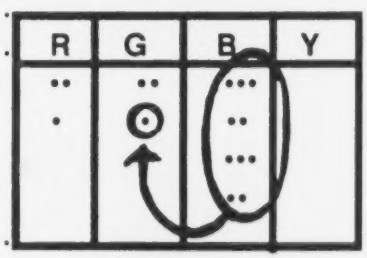
3,235

Example #2



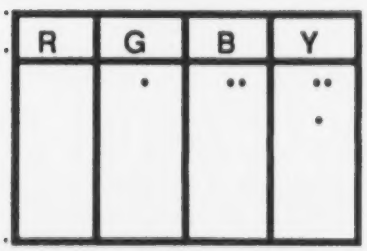
Remove 10 **Y** and replace with one **B**
3,240

Example #3



Remove 10 **B** and replace with one **G**
3,300

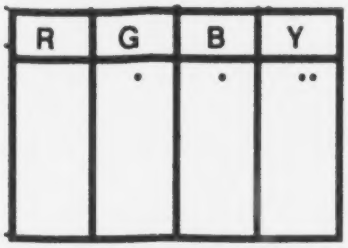
Example #4



123

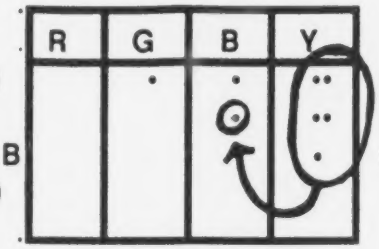
123 = 100 + 20 + 3
one hundred twenty-three
one group of hundreds +
two groups of tens +
three groups of ones

Example #5



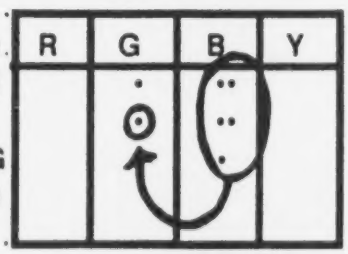
112_5

Example #6



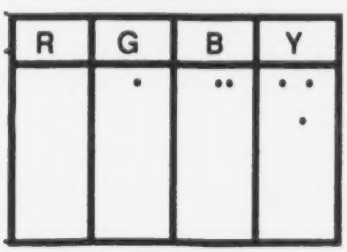
Remove 5 **Y** and replace with one **B**
120_5

Example #7



Remove 5 **B** and replace with one **G**
200_5

Example #8



123_5

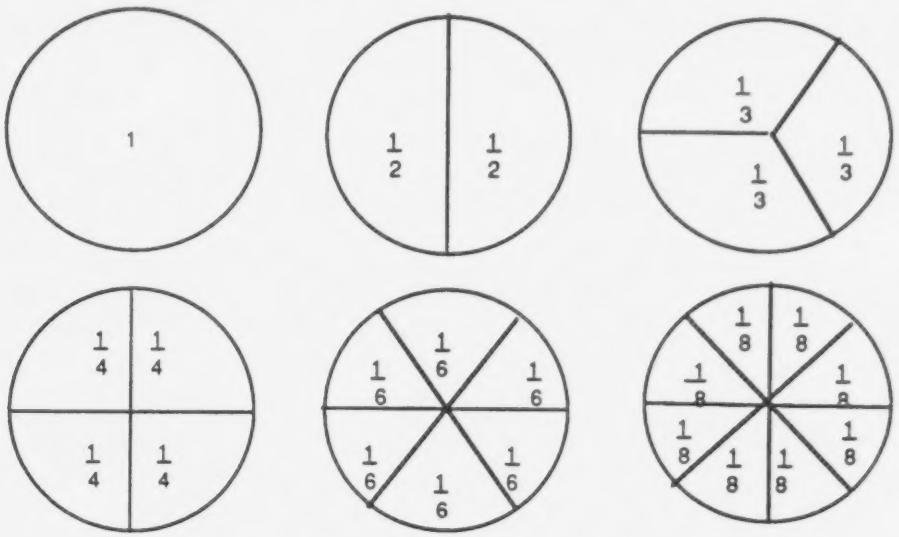
123 = 100 + 20 + 3
one hundred twenty-three base five
one group of twenty-five +
two groups of five +
three ones

Example #9
123 = 25 + 10 +1

MATHEMATICS

Activity: To develop equivalent-fraction ideas.

Materials: Six circles (different colors) divided and labeled as shown. (Pizza fractions.)



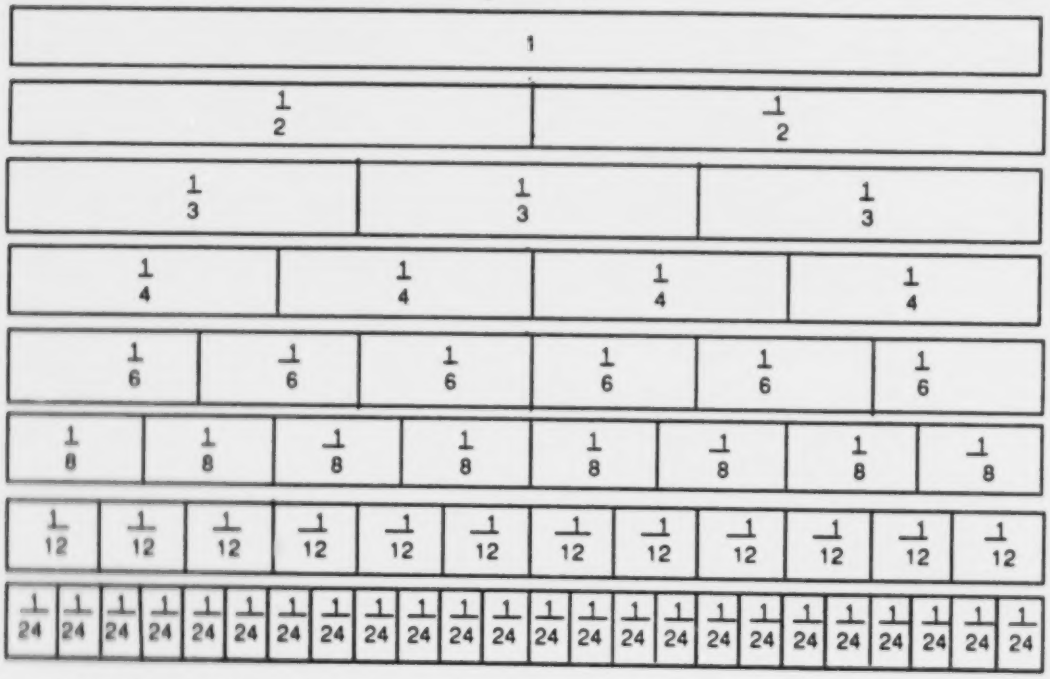
Procedure: Have students display their circles as shown above. Next, have the students pick out the circle labeled one-half. Ask the students how many one-quarters are needed to be exactly the same as one-half. "Therefore, two-quarters is the same as one-half. How about checking to see how many one-eighths you would need."

Variations: To develop order ideas, display several different sizes from the circle parts. Ask the student which piece is the smallest. Set that piece aside. "Now, which piece is the smallest?" And so on. "You are now displaying them in order from the smallest to the largest."

MATHEMATICS

Activity: To find sets of equivalent fractions.
Materials: Fraction chart and transparent strip.
Teacher directions:

"The 1/2 piece is as long as the 2/4 piece. So 1/2 can be called 2/4. Find other names for 1/2. To do so, lay your transparent strip alongside the 1/2 piece. Then check to see what other pieces have the same length. Make a list of the fractions that you find."



New teacher directions:

"Since you see that the pieces for these fractions are the same length, you know that all of these fractions must have the same value (name the same number). So 2/4 can be called 1/2 or 3/6 or 4/8, and so on. But 1/2 is the simplest name for all of these fractions, since its piece is separated into the fewest parts. Find all of the fraction pieces that are as long as the piece for 2/6. List these fractions, and give the fraction that is the simplest name for the set."

Source: Mathematics - A Good Beginning, Andria P. Troutman and Betty K. Lichtenberg, Brook/Cole Publishing Company, Pacific Grove, California (1987).

Name _____

"SOLD" WORKSHOP #3
TEACHING MATHEMATICS
MAKE AND TAKE

1. Give an example of teaching fractions concrete to abstract:

2. What error pattern does this demonstrate?

$$\begin{array}{r} 375 \\ -192 \\ \hline 223 \end{array}$$

3. What is an alternative algorithm?

4. Show an alternative algorithm for doing this problem:

$$\begin{array}{r} 723 \\ -475 \\ \hline \end{array}$$

5. Give one behavior of an effective problem solver:

We're SOLD

RECOMMENDED RESOURCES FOR ADULT EDUCATORS AND TUTORS

RESOURCES:

We recommend the following lists of agencies, organizations, and materials for you to use to explore the field of Learning Differences. Some we have used in the development of the *We're Sold* project, some we have simply found helpful and informative. This is not an all-inclusive list, and we encourage you to research more resources as this field is changing so rapidly.

As a part of this project, a professional resource lending library was developed. All of the books, videos, etc. to be included were reviewed and recommended by the project consultant and LD specialist and are listed under **Materials**.

The resources are categorized and listed alphabetically for your convenience.

Agencies:

The Agency for Learning Disabilities
331 East Henry Street
Punta Gorda, FL 33950

Higher Education and Adult Training for People with Handicaps Resource Center
American Council on Education
One Dupont Circle
Suite 800
Washington, DC 20036-1193
(202) 939-9320 or (800) 544-3284

National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013-1492
(800) 999-5599 or (703) 893-8614 (TDD)

Protection and Advocacy Agency
Advocacy Center for Persons with Disabilities
2671 Executive Center West, Suite 100
Tallahassee, FL 32301-5024
(904) 488-9071

State Department of Education: Special Education
Bureau of Education for Exceptional Students, Department of Education
325 West Gaines Street, Suite 614
Tallahassee, FL 32399-0400
(904) 488-1570

State Vocational Rehabilitation Agency
Division of Vocational Rehabilitation
Department of Labor & Employment Security
1709-A Mahan Drive
Tallahassee, FL 32399-0696
(904) 488-6210

Organizations:

ACLD of Minnesota (Adult & Child Learning Disabilities Association)
1821 University Avenue
Room 494-N
St. Paul, MN 55104
(612) 464-6136

Center for Special Education Technology Information Exchange
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Disability Rights Education and Defense Fund, Inc.
2212 6th Street
Berkeley, CA 94710
(415) 644-2555

Learning Disabilities Association of America
(Formerly Association for Children and Adults with Learning Disabilities ACLD)
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

National Center for Learning Disabilities
99 Park Avenue
New York, NY 10016
(212) 687-7211

National Learning Disabilities Network
82 South Townline Road
Sandusky, MI 48471
(313) 648-2125

National Literacy Hotline Contact Center, Inc.
P.O. Box 81826
Lincoln, NE 68501
(800) 228-8813 or (402) 464-0602

National Network of Learning Disabled Adults
808 North 82nd Street
Scottsdale, AZ 58257
(602) 941-5112

Orton Dyslexia Society
Chester Bldg., Suite 382
8600 LaSalle Road
Baltimore, MD 21204-6020
(410) 296-0232

Partners In Publishing - PIP (LD Publications)
P.O. Box 50347
Tulsa, OK 74150
(918) 584-5906

Time Out To Enjoy
P.O. Box 1084
Evanston, IL 60204

Materials Sources:

Autoskill International, Inc.
331 Cooper Street, Suite 201
Ottowa, Ontario, Canada K2P OG5
(800) 265-7633

Center for Alternative Learning
Learning disAbilities Resources
P.O. Box 716
Bryn Mawr, PA 19010
(800) 869-8336

The Clearinghouse on Adult Education and Literacy
Division of Adult Education and Literacy
U.S. Department of Education
Washington, DC 20202-7240

Learning Disabilities Association of America
Literary Depository
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

National Clearing House for Postsecondary Education for Handicapped Individuals
Heath Resource Center
One Dupont Circle
Washington, DC 20036

Newspapers in Education
St. Petersburg Times
P.O. Box 235
St. Petersburg, FL 33731
(813) 893-8138 or (800) 333-7505

Materials:

Adults with Learning Disabilities
KET, the Kentucky Network
560 Cooper Drive
Lexington, KY 40502

Another Door to Learning: True Stories of Learning Disabled Children and Adults and Keys to their Success
Judy Schwarz and Carol Stockdale
Continuum Publishing Company

BEST Practices - Successful Rehabilitation of Persons with Learning Disabilities
Wisconsin Assoc. for Children and Adults with Learning Disabilities and the Vocational Studies Center, University of Wisconsin-Madison
U.S,D.O.E. Grant Project 1989

Characteristics & Instructional Strategies for Adults with Learning Disabilities
ABE Project
College of Education
University of New Mexico
Albuquerque, NM 87130
(505) 277-6453

The CLOZE Procedure as a Teaching Technique
E. Jongsma
The International Reading Association; Newark, Delaware

Educator's Desk Reference for Special Learning Problems
Carol Weller and Mary Buchanan
Prentice Hall; Old Tappan, New Jersey

Effective Study (Revised Edition)
F. Robinson
Harper & Row, New York

Individualizing Your Reading Program
J. Veatch
Putnam & Sons, New York

The Language Arts in Childhood Education
Paul Burns & Betty Broman
Rand McNally College Publishing Company

Learning Strategies for Adults: Compensations for Learning Disabilities
Sandra Crux
Wall & Everson; Dayton, Ohio

Living with a Learning Disability
Barbara Cordoni
Southern Illinois University Press

Mathematics - A Good Beginning
Andria Troutman & Betty Lichtenberg
Brook/Cole Publishing Company; Pacific Grove, California

Project LIFE: Literacy is For Everyone
Broward County Public Schools
353 Project 1989-90

Teaching Students with Learning Problems
C. Mercer and Ann Mercer
Macmillan Publishing Co.; Riverside, New Jersey

"Toward the Development of an Intervention Model for Learning Disabled Adolescents"
J. Schumaker, D. Deschler, G. Alley, & M. Warner
The University of Kansas Institute Exceptional Education Quarterly, Vol. 4, 1983

Understanding Learning Disabilities: "How Difficult Can This Be?"
Richard D. LaVoie
PBS Video
1320 Braddock Place
Alexandria, VA 22314
(800) 424-7963

"Using the Neurological Impress Remedial Reading Technique"
R. Heckleman
Academic Therapy. Vol. 4, 1969

What Do You Mean I Have a Learning Disability?
Kathleen Dwyer
Walker & Company

Writing to the Point: Six Basic Steps
W. Kerrigan
Harcourt, Brace & Jovanovich, New York